

THE DEAF *American*

FANNY YEH

**Western Maryland Graduate Student:
What Is It Like To Be Deaf In Taiwan?**

THE NATIONAL MAGAZINE FOR ALL THE DEAF

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The Editor's Page

Editorial Balance—Past and Present

Any editor with his feet on the ground must pause from time to time to consider the nature of his publication's readership with view to striking what he deems a favorable balance in contents. In other words, is he printing what his readers are interested in reading?

Other factors complicate the appraisal. Finances cannot be disregarded. The organizational tie-in (in our case the National Association of the Deaf) plays a big role.

We are far from complacent about the balance of this magazine, at this time or at any time. Looking back over issues of the past 10 years serves to remind us of many, many changes. A close look at our mailing list leads to the firm conclusion that we have a **wider** variety of readers, too.

THE DEAF AMERICAN is not strictly a **news** magazine; neither is it a **professional** publication in the true sense of the word. It is not weighted heavily toward being a "house organ" or official publication (of the NAD).

Some readers have urged us to reach a decision and go one way or the other in coverage, but we are still trying to strike a happy medium or balance in hopes that our circulation can hit the magical 10,000 figure. And then with a full-time staff, THE DEAF AMERICAN could shoot for 25,000 copies each issue.

Confusion in Communication

From various quarters come cries of alarm that new developments in communication methodology (along with the related misunderstandings) are outstripping the potential gains. The bountiful feast is fine for the eyes and the aroma is appetizing, but there is the danger that we are biting into more than we can reasonably chew and digest at one time in seeking the nourishment so long withheld or beyond reach.

The National Association of the Deaf's Communicative Skills Program, hopefully, will clear up some of the confusion in the near future.

Interpreters Laws

In several states new interpreters laws are on the books due to favorable action by legislatures. Some of them are quite simple; some are rather complicated and may be tested in the courts. A great deal depends upon two factors: 1) Availability of "qualified" interpreters and 2) financial aspects.

What constitutes "qualified" will vary from state to state and will always be open to legal challenge. Payment for interpreters is all the more uncertain. Most of the state laws provide for compensation to be paid out of county funds. Some of them are vague in the listing of what cases or circumstances may be covered.

Heartening — and somewhat surprising — is the ease with which these interpreters bills sailed through committee hearings and the legislatures. Time was when the deaf were hard put even to get some legislator to introduce a bill dealing with interpreters.

We would like to print the texts of laws which were enacted during 1972 sessions of state legislatures for comparison — and then invite a round of discussion among our readers as to good and bad points from their knowledge and/or personal experiences.

"If We Don't Agree, Your Judgment Was Bad"

The January issue of the **Journal of Exceptional Children** printed an article by Dr. Donald Moores about neo-oralism and the impact of total communication (or its equivalent) in the education of deaf children, both in Russia and the United States. As might be expected, the editor of the **Journal** was taken to task for "lack of judgment" in publishing the article. And our readers can guess who screamed.

More about this later . . . wait for the next installment!

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APRIL, 1972

What Is It Like To Be Deaf In Taiwan?

Western Maryland College, Westminster, Maryland

By FANNY YEH

We in the United States know little of what life is like for deaf people in other countries. Through the World Games of the Deaf and the World Federation of the Deaf, we have some information about the deaf community of Europe but almost none about the oriental deaf. By describing conditions in Taiwan, a country of fourteen million people, the writer hopes that this article will give a better understanding of the way things are in a leading oriental country.

Opportunities and Privileges

Deaf people in Taiwan do not have opportunities equal to those we in the United States have nor are they permitted the same privileges as hearing people in Taiwan. Most who have jobs work as farmers, printers, shoemakers, manual laborers, barbers, sewers, weavers, craftsmen, advistists, film developers, commercial workers and artists. Some are beggars or peddlers; very few are teachers, beauticians, photographers or art dealers. Huge numbers are unemployed and the vast majority are in unskilled jobs. Most deaf adults have incomes of less than \$25.00 per month while the average hearing person earns about \$50.00, or twice as much.

To obtain advanced education the deaf in Taiwan must pass entrance examinations for colleges for the hearing. Even those who overcome these hurdles and complete college do not get equal opportunities for better salaries or higher level jobs. Discrimination also exists in the three schools for the deaf in Taiwan which do not provide equal teaching opportunities for deaf individuals with bachelor's

or even master's degrees. Because there is a fear that the deaf may take over too many teaching positions, these schools accept only a limited number of deaf teachers, dependent on approval of the school board of directors, none of whom is deaf.

The government colleges will accept only one student every four years from each school for the deaf. In college all fields are closed to the deaf except physical education and the arts. Private colleges may accept as many deaf students as they wish but they too limit the areas of study the deaf students can enter. Overall there are fewer than 10 colleges that will accept deaf students.

Financial problems compound the problem because most deaf youths are from poor or middle class families who cannot afford the cost of higher education. Thus, only the few who are from rich families are able to continue. Those who overcome all these obstacles and do graduate earn less money and in lower level jobs than hearing high school graduates. The lack of more educated wealthy deaf people makes it difficult for the deaf community of Taiwan to fight for their rights!

Organizations of the Deaf

There was a national association of the deaf in Taiwan up until 1963. Its purpose was to collect information about deaf people, their education and their occupations. In 1963, the last president, who was a traitor to his own people, illegally sold the office which had been granted by the government and fled with the money. This led to the overall collapse of the central association. However, several branches survive today. Others failed due to the

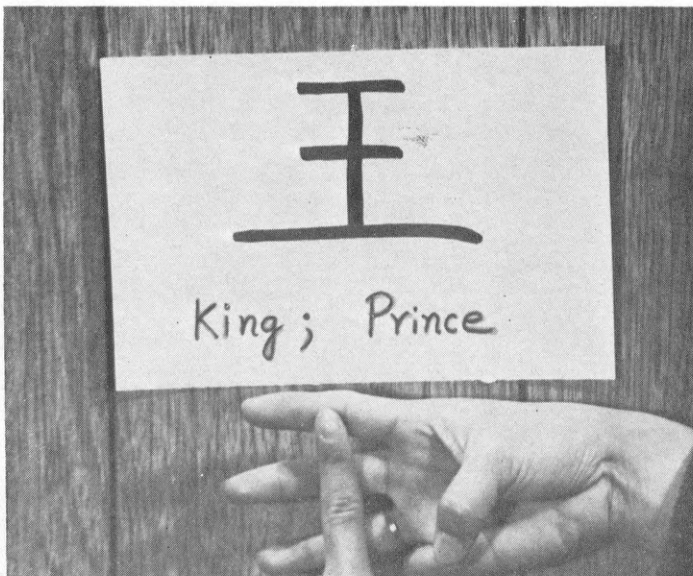
lack of cooperativeness and to the greed and selfishness of some of the deaf leaders.

Recently, in response to the needs for special programs in professional and vocational areas such as shoemaking and barbering and in education, the national association has tried to reorganize. It is now in the process of electing a new president. However, it has had great difficulty getting grants from the government due to past scandals. Troubles are arising due to envy and feelings of a need for revenge among the candidates and their followers.

Most well-educated deaf adults are not involved in these groups. In response to questions about why they did not help their own deaf people, they replied that if one of them wins the election and becomes president he knows that he will be attacked or killed by undesirable elements of the deaf community. Regardless of this fear, there are some deaf teachers and college students who work to help other deaf people. They hope to get some ideas as to establishment and function from our own National Association of the Deaf in the United States and to establish a similar organization in Taiwan. They are often put down by both hearing and deaf people, in part due to misunderstandings and conflicts. Additional problems are scarcity of funds, lack of transportation for long distances and too little effective communication within the deaf community.

The Deaf Community

The marriage patterns of the deaf in Taiwan are similar to those in the United



The Chinese sign language is based on the written characters of the Chinese language. Shown above are Chinese characters, what they mean in English and the Chinese sign. As you can see, the sign is made by duplicating with the hands the form of the printed Chinese character or word. There is no alphabet in Chinese; therefore, Chinese sign language follows exactly the grammar of written Chinese. Chinese, like sign language, is ideographic. (Photo by Earl Griswold, sociology professor of Western Maryland College)

States. Driving is impossible because deaf people are forbidden to have licenses or own cars or even motorcycles. They are permitted to operate bicycles. They have some civil rights and voting privileges as do hearing people.

The deaf have special benefits such as half-fares for local transportation on trains, buses, ships and China Airlines. All television is captioned—which is a major advantage. However, this is not done specifically for deaf people but because two languages are spoken in the country and both of which must be communicated on television.

There are no clubs of the deaf or social gatherings such as we have here in the United States. Working, eating, resting and sleeping are about all there is to social life for deaf people in Taiwan. The average size of deaf couples' families is two to three children compared to hearing families of between six and seven children.

Communication

Most deaf children and adults in Taiwan use sign language as their primary means of communication. They learn it during their first year of school. Deaf children are forced to use writing for communicating with their parents because only a small percentage of parents learn Chinese sign language or receive any parent education. Few are interested in learning sign language because of the stigma attached to it growing out of Chinese morals and customs. Thus, there is an even greater breakdown of communication between deaf children and their parents in Taiwan than in the United States. However, deaf youth in Taiwan respect their parents as is the custom in China. They never openly complain about the lack of communication. It was also surprising to learn that some deaf parents of hearing children use blackboards for communication and never teach their children sign language. They have been led to believe signs are not beautiful enough to use in public.

OUR COVER PICTURE

Miss Fanny Yeh, a native of the Republic of China, is enrolled in the education of the deaf program at Western Maryland College. A congenitally deaf graduate of Gallaudet College, Miss Yeh did not come to this country or have any exposure to English until she was thirteen and a half years old. Her accomplishment in achieving graduate student status in view of this is remarkable. She is planning to teach deaf children.

In Taiwan during January of 1972, Miss Yeh observed and participated in teaching at a school for the deaf. She hopes at some time to go back and teach the deaf on Formosa but in the meantime will become certified in the United States. Miss Yeh took this opportunity to study education of the deaf on Formosa in case she has the chance to return and teach.

The Chinese graduate student was able to go to Taiwan because of a student flight at half the cost of regular plane fares. She was assisted by the National Fraternal Society of the Deaf divisions in Washington, D.C., and Oak Park, Ill. Individual members also helped her. Senator Charles McC. Mathias, Jr., also was involved in the student's travel arrangements.

Miss Yeh has been very active in Jr. NAD work and was a student leader at Gallaudet College. She has done outstanding work at Western Maryland College and hopes to utilize all of this in a leadership role in future NAD activities. She, along with several other graduate students at Western Maryland, is now working on a report to present at the NAD Convention this summer.

Miss Yeh returned to the Western Maryland College, Westminster, campus in time for second semester. She has been practice teaching at the American School for the Deaf, West Hartford, Conn.

Most Chinese signs are acquired from Japan and mainland China. Some are similar to English signs but in general the style of the language is stiff and fast and follows Chinese accents. Many Chinese signs are hand positions that are imitations of the printed Chinese characters. Words for which there are no signs are written in the air or on the palm of a hand. There is no alphabet in Chinese.

Deaf people invent name signs for friends which are based on appearance or behavior just as is done in the United States. The body space used for signing is from the top of the head to the abdominal area but most involve the facial area, especially the nose. There is an effort among some to change and adopt signs from the United States and hope that they can achieve an international language of signs someday in the future.

Education

School Activities: School activities in Taiwan are much different from those in schools for the deaf in the United States. In Taiwan, the adults treat their children like little adults and give them huge responsibilities. For example, even young children are responsible for the cleaning and basic maintenance of school classrooms, gardens, grounds, cafeterias and dormitories.

All schools have flag ceremonies before and after classes five and a half days a week. The flag raising occurs daily at eight o'clock. All teachers, principals, deans and students must line up on the cement floor outside in front of the flag. A leader using a signal flag makes them bow and stand facing the flag as the music plays the national anthem. Then the leader makes a sign for them to "salute" the flag as it is raised. Afterwards, both teachers and students do the routine of exercises together before marching in rows to their classrooms. The flag lowering ceremony starts five minutes before five in the afternoons after the pupils have cleaned classrooms and done other janitorial work.

School activities are in general very regimented as was the case in the United States years ago. Every Monday morning students are required to attend regular meetings, often with special guest speakers. I was asked to be on the platform for an introduction to the students and faculty members on the first day of my visit to the Tainan School for the Deaf. It was surprising to see the routine was the same as when I had been a student there 12 years previously.

All students must stand up and bow three times in front of the picture of Dr. Sun, sing their national anthem and then sit down as these meetings open. Before closing, all students stand and sign in unison the 12 major school rules and then bow again. The rules include such pro-



FANNY YEH gave her first and last speech using the Chinese sign language at the last meeting. Behind her is the picture of Dr. Sun, the country's father.



Left: The author stands amidst an exhibition of bamboo articles made by the deaf students at the Tainan School for the Deaf. Right: On the last day of her visit Fanny Yeh (second from right) attended a special dinner in the school cafeteria.

hibitions as do not throw papers, do not beat other students, bow to greet any teachers you meet, help other students, etc.

In addition, every morning except Monday most students have class meetings where they get lectures and criticism from their teachers about their cleanliness, clothes, behavior and academic work. The older students are bored with this process which, for them, has become meaningless.

In-school Activities: After flag ceremonies, students have 30 minutes for meetings or cleaning things before classes start at 8:30 a.m. They have four 45-minute classes and a 10-minute recess each morning and three 40-minute classes with a 10-minute recess in the afternoon. Before each class begins and when it ends all students must stand and bow to the teachers.

Desks are in rows and each student must sit straight and pay attention to the teacher. Before asking or answering any questions in class a student is required

to raise his hand and be recognized. Sometimes pupils stand and sign together in learning new vocabulary for the day.

Meal times are 7:00-7:30 a.m., 12:00-1:30 p.m. and 5:30-6:00 p.m. All students except first and second grade pupils go to the cafeterias. The first and second graders stay in their classrooms for meals. Each of these pupils has his turn at the responsibilities of carrying water for washing, pails full of food and bottles of milk or drinks from the kitchen to their classroom and serve the food.

Most of the students prefer vocational training activities to all others. They enjoy manual labor and learn a lot, especially from arts, handicrafts and sewing. During recesses, they try to make things from the limited supplies they have such as rubber bands or ropes. Often they use what they make to play with.

After-school Activities: Because of limited equipment for after-school activities, it is necessary to make use of everything available. For example, a volleyball will

be used to play basketball, baseball, handball and soccer games. Some children take classes in Chinese dance, photography, auditory training or reading. Ping pong, checkers and chess are other popular activities.

After flag lowering ceremonies and supper, it is 6:00 p.m. and time to wash clothes, bathe, clean, watch television, play games or gossip until 7:30 p.m., followed by an hour of study. Afterwards students may relax and watch television until time for bed at 9:00 p.m.

I spent one night with the older girls in the dormitory and was surprised to find that there were approximately 20 persons per room with only two high bunk beds for sleeping. Ten persons slept on the bottom and ten on the top. Each student must buy his own blanket, sheets, pillow, etc. On the bunk beds, they have long and solid wooden slabs as hard as cement floors. They have no clubs or parties for social life, but only gossip and horseplay.



Left: All students must stand and bow to the teacher before each class begins and when it dismisses. Right: Teaching history at the Tainan School for the Deaf is one of its four deaf teachers—one of the most brilliant and best teachers at that school.



A brilliant little preschool deaf pupil danced her native dance and posed for this picture.

Teachers: Most professionals in the field of deafness are hearing and know little about the deaf. Yet they handle and control the education, jobs and social life of the deaf.

There are about four full-time and three part-time deaf teachers out of the total number of 120 teachers at the Tainan School for the Deaf, about five deaf teachers at the Fengyuan School for the Deaf and about seven deaf teachers at the Taipei School for the Deaf. Most of them are college graduates. Unfortunately, the faculty of these schools are not interested in encouraging the deaf youth to seek higher education. They fear that if they do there will be deaf teachers to take their places in the future. Therefore they encourage their students to get jobs in manual labor after they complete high school.

Students: Students are required to wear uniforms. There are rules for the length of hair for both girls and boys. For girls, hair must be above the edges of the ear lobes. If longer, then the girls may be punished. For the boys, the length must be about two inches. All students are forbidden to use makeup.

In Chinese philosophy and custom, if a student has broken rules then he is not playing his role as a student and he is not in the group of students. People will identify him as an outsider. Thus, most students do not dare to break rules.

Most elementary pupils are conforming and submissive. They work and study diligently; however, as they grow older things change. The senior students tell them that they are wasting their time studying and that they have no future. Therefore, they begin to play around. The older students have been discouraged from studying by a lack of hope. Few fight for their rights because they think deafness makes such efforts useless.

Conclusion

The deprived life circumstance of deaf children and adults in Taiwan is an out-

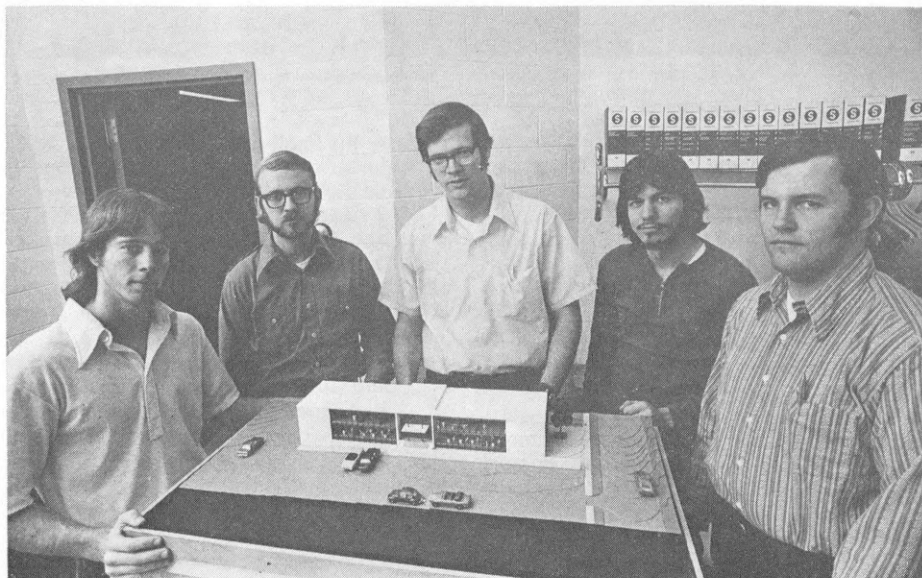
Five NTID Drafting Students Construct Model Of NAD's Home Office Building

Five drafting students at the National Technical Institute for the Deaf in Rochester, N.Y., have made a presentation model of the recently acquired National Association of the Deaf headquarters, Halex House, located at 814 Thayer Avenue, Silver Spring, Md.

The model will be taken to conventions and meetings of the NAD's Cooperating Member associations throughout the United States to raise funds to finance the building. The 38-inch long by 26-inch wide model was requested by Frederick C. Schreiber, Executive Secretary of NAD.

The students, under the guidance of their drafting instructor, James Jensen, began making the model as a class project in the fall of 1971. It was completed in the students' spare time and delivered to Schreiber the last week in February by Jensen and one of the students, Bob Stiffler of Rahway, N.J. It was first exhibited at the Annual Forum of the Council of Organizations Serving the Deaf in Memphis, Tenn.

Other students who built the model: Richard Merlino of Audobon, N.J.; Jerry Edwards of East Peoria, Ill.; Ron Trumble of Jacksonville, Fla.; and Tim Palmer of St. Ann, Mo.



HALEX HOUSE TO SCALE—Five students from the National Technical Institute for the Deaf stand with the model of the newly purchased NAD building in Silver Spring, Md. They are, left to right: Ron Trumble, Bob Stiffler, Tim Palmer, Richard Merlino and Jerry Edwards.

growth of several major conditions. One is the generally low standard of living for all of the people there. Another is the lack of organization and education among the deaf themselves. Finally, there is the control of everything connected with deafness by hearing people.

Deaf people in the United States can learn much from what has happened in Taiwan. The National Association of the Deaf, the National Fraternal Society of the Deaf, Gallaudet College, the National Technical Institute for the Deaf and other organizations comprised of deaf people or offering leadership opportunities to deaf people must be encouraged and supported by deaf people. Major roles of responsibility in fields like education and rehabilitation must be given to deaf leaders. Hearing persons in the field need extensive contact with deaf adults as part of their professional education in order that they may develop deep understanding of those they profess to serve.

Freeman Pursues Doctoral Program

Jerome W. Freeman of Baton Rouge, La., is enrolled in a doctoral program at the University of Tennessee where he is pursuing a program in the area of curriculum and instruction as a major with educational administration and supervision and special education as his collaterals.

Mr. Freeman, on leave from his duties as principal of the Louisiana State School for the Deaf, is a graduate of Gallaudet College and holds a master of education degree from Mississippi College, Clinton, Miss., and a master of arts degree in administration and supervision from San Fernando Valley State College where he was a participant in the Leadership Training Program in 1966.

After 1966, Mr. Freeman continued with his supervisory duties in the junior-senior high school before becoming principal of the school.

Upon completion of the residency requirement at the University of Tennessee, Mr. Freeman expects to return to the Louisiana State School for the Deaf and work on his dissertation.

Ernest E. Hairston, A Conversation With Frank Bowe



Ernest E. Hairston lost his hearing at the age of five from spinal meningitis. He enrolled in and was graduated from the West Virginia School for the Deaf, after attending the West Virginia School for the Negro Deaf and Blind. After receiving his B.S. in education from Gallaudet, Ernie taught at the Governor Morehead School for the Deaf in Raleigh, N.C., for two and one-half years. He has done further graduate work at Michigan State University and received his M.A. from San Fernando Valley State College's Leadership Training Program in 1967.

In addition to classroom teaching, Ernie has been associated with the Federal project at the Michigan Association for Better Hearing and Speech; with the Deaf Program at the State Technical Institute and Rehabilitation Center in Plainwell, Mich., as a supervising teacher, and was project director of Project DEAF in Columbus, Ohio, before assuming his present position of education program specialist for adult and vocational programs with Media Services and Captioned Films in the U.S. Office of Education.

At LTP, Ernie's graduate project concerned black deaf persons in the Los Angeles area. Much of his work has been with this population. Of course, he has a lifetime of experience on the personal level with problems associated with deafness and race. I decided to begin by asking Ernie about some of his experiences with his "handicaps."

* * *

BOWE: Mr. Hairston, as a man black and deaf himself, could you tell us something about times in your life when you were especially conscious of either or both of these "handicaps"?

HAIRSTON: I've very rarely, if ever, confronted a situation in which both "handicaps" were dual-disadvantages. But there were times when one or the other was most inconvenient—never so much as to be distressing. Seems like I just plain accepted my blackness and my deafness since I didn't become aware of racial tensions and discrimination, as such, until the famous "Freedom Rides" incidents. While growing up in West Virginia, I took segregation for granted and adjusted accordingly. It was not until 1954 when the School for the Negro Deaf and Blind integrated with the School for the Deaf and Blind at Romney that I began to realize that there were no differences among the races except color and that similar opportunities were open to both races. It was at that time I was given a new vision on life, encouraged to attend Gallaudet College and led to higher aspirations than I originally had, i.e., a teacher vs. a barber. Being deaf limited the choice of schools in which I could teach, being black posed further limitation. That was in the early sixties. The situation is greatly improved now.

BOWE: How much of your work has been with black deaf persons?

HAIRSTON: My first two and a half years of teaching was at the former Governor Morehead School for the Deaf and Blind in Raleigh, N.C., which was composed of an all black student body. There I taught English and social studies to deaf high school students. In Michigan and Ohio, where I worked as an instructor in a Federal project for "nonfeasible" deaf men, coordinator of a rehabilitation program for low verbal deaf adults and project director for a rehabilitation facility for multiply handicapped deaf individuals, respectively, the number of blacks varied from 10% to 40%.

BOWE: Has this experience and your own personal experience led you to any special conclusions as to what it is like to be black and deaf in America today?

HAIRSTON: In drawing conclusions, I must caution that they are purely personal. To generalize is very difficult. For example, earlier in life I found that being deaf was an advantage considering the opportunities I've had to obtain training, a college education, and rise above the socio-economic class I was born into in comparison with many of the normal-hearing friends I grew up with, color notwithstanding. Now, being black today offers further "advantages" in that there is a demand for **qualified** black individuals on most levels of the career ladder or as representatives on various boards of directors, etc. You may note that I emphasized the word "qualified"—that's the catch. One must be qualified to take advantage of the opportunities . . . too few are. Thus to be black and deaf in America today is an advantage for a select few and a continued frustration for many. There is hope on the horizon.

BOWE: Let's turn now to some of these persons for whom being black and deaf is a "continued frustration." Linwood Smith has said that "When the hardcore adult's deafness, racial background, lack of verbal expression, poor self-concept and unrealistic goals are brought into the rehabilitation picture it generates a mass of confusion and the client finds it difficult to get retraining services and eventually is marked off as non-feasible." Admittedly, he is not talking about the average black deaf person—but rather about those who for one reason or another fall into the category of "hardcore." It seems a case of the problems rehabilitation has with low verbal and multiply handicapped deaf persons more than a matter of problems posed by race and deafness alone. What I would like to ask you is that you draw upon your experience with multiply handicapped deaf persons in reacting to Lin's statement.

HAIRSTON: I believe this boils down to a lack of communication between the counselor and client. This proves to be true in many large cities where counselors handle large case loads and may not be proficient in communicating with deaf clients, much less with low verbal deaf individuals. Little if any real communication results and the counselor may feel at a loss as to the client's ability, training potentials or employment possibilities. This can only result in mutual frustration especially if the client has been shuffled from agency to agency with no tangible results. This sort of situation is gradually being minimized with the increasing number of counselor training programs in the area of the deaf and the mushrooming of diagnosis and evaluation centers for deaf individuals. With the pending National Center for low-achieving deaf individuals, more hardcore deaf individuals will be helped.

BOWE: With black deaf persons living in the inner city, the problem is further complicated because we have had difficulties establishing good case-finding techniques for use in the inner city. What solutions would you propose to these difficulties?

HAIRSTON: One effective case-finding method to be used in the inner city is what I call the "referral-type." This involves contacting social workers, rehabilitation counselors, inner city

teachers, clergymen, welfare personnel, schools, inner city program directors, other deaf persons and everyone else who might be able to help, and ask them to refer names and addresses of inner city black deaf persons. Instead of calling on each of the above mentioned persons individually, one could involve them in a planning committee meeting where the problem and request could be presented.

One of the most pressing services needed in the inner city is a comprehensive diagnostic evaluation, adjustment and training facility, staffed by qualified professionals. It need not be located in the inner city, but within commuting distance.

BOWE: You have mentioned that one of the biggest needs in this connection is that of developing black leadership.

HAIRSTON: Black deaf leadership at the grassroots level may be developed by involving more black deaf individuals in state and local deaf organizations and encouraging them to assume office in such. And by conducting more workshops and training sessions similar to the Salt Lake City conference on "Leadership Training in Community Interaction." It is possible to provide on-the-job training or short term college courses for paraprofessionals. A talent search must be conducted initially.

BOWE: You mentioned involving black deaf individuals in state and local deaf organizations. Here we confront the problem of what Glenn Anderson has called "racism" within the deaf community.

HAIRSTON: Frankly, my experience and contacts have been vastly different from a majority of black deaf persons—to such an extent that I cannot make myself feel strongly about what you and Glenn Anderson call "racism within the deaf community." Yet, it does exist and I have experienced it. Racial prejudice is not as prevalent among the deaf as among the hearing.

Segregation within the deaf community is mainly due to the difference in education, social and cultural backgrounds and communication. Often segregation of the races among the deaf tends to be mutual, especially in the cities where the deaf population is large. It provides a dilemma to those who would like to integrate. I find no problem in being a member of both the black deaf club and the "white" deaf club in the area and enjoy the social activities of both. Both clubs open their doors to all races, but there is no great effort to integrate on a wide scale.

This is truly a problem and will not be solved until a genuine effort is made by both parties to recognize it as a problem and tackle it constructively.

BOWE: One possible result of this segregation is what Dr. Jerome Schein commented upon in his Metropolitan Washington study: He observed that quite often black deaf persons have different signs for certain words and concepts than do white deaf persons in the same geographical area. Have you seen much of this?

HAIRSTON: Yes, I have. This is more prevalent in the southern states, due to segregated schools. It is also noticed in the northern and western states, on a smaller scale. The probable cause of this is migration of black deaf persons to these states. In every state one will also find segregation within the deaf community—each group forms its own "dialect."

BOWE: The segregation we have been talking about extended to Gallaudet until the late forties or early fifties. Since then the number of black deaf youth entering college has increased, but it is still proportionally small. Why and what can we do about it?

HAIRSTON: Gallaudet first admitted black deaf students in the early fifties. I believe Andrew Foster was the first black person to graduate from Gallaudet. I agree that proportionally the number of black deaf persons at Gallaudet is quite small, as is the number on Gallaudet's professional staff. This is changing. Recently, a black deaf person was added to the faculty.

To increase the number of black deaf students at Gallaudet, NTID and other postsecondary schools, one must start at the secondary level. Extensive career education and guidance pro-

grams must be provided by schools for the deaf. I'm not speaking of the usual vocational programs as we now know them.

The trend in education is now toward treating students as individuals and not as stereotypes—this is one step toward giving black deaf students an equal chance for success.

One reason black deaf students of college calibre do not choose to go to college is because they have misconceptions about college, are unaware of the advantages of a college education or have low self-esteem. Many think that the only reason for going to Gallaudet is to become a teacher. They would rather work in a factory and "make more money." Does this not show a need for career orientation, career education, vocational counseling or call it what you may?

Also there is a deplorable scarcity of black deaf persons in professional positions other than in education. Who, then, do the black deaf youths have to look up to, to aspire to be like or to identify with? A black deaf person cannot just be put into a professional position just because he is black and deaf, but he could be guided, encouraged and helped into such if he proves to be qualified. I, for example, would never have aspired to be coordinator of a rehabilitation program, director of a rehabilitation facility for disadvantaged deaf persons or education program specialist if I was not encouraged to do so. My original aspiration after graduation from Gallaudet was to be a successful teacher, supervising teacher, principal and college professor, in that order. The reason for such aspiration was simple—that was, I thought, the only career ladder open to a black deaf college graduate.

Although I have digressed from the question, I believe I have pointed out some barriers that need overcoming before we can hope to increase significantly the enrollment of black deaf college students.

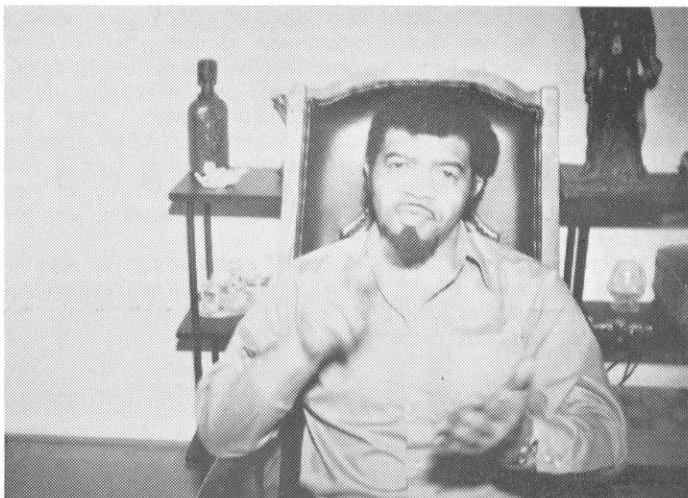
Other problems a black deaf student faces during his school years are those of a stereotyped nature. I cannot really recall any serious racial problems I faced except having to sit in the balcony of a movie theater (which I preferred) or being denied entrance to Glen Echo Amusement Park (a slight inconvenience which forced my date and I to end up in a better place). Academically or student body government wise, I recall no hang-ups. Of course, there were some other *minor* incidents. Again, it all depends on the individual. I have known students who were unhappy at Gallaudet because there were too many whites and not enough blacks (girls).

BOWE: Would courses on black history or personal counseling for the black deaf students help them cope with racial problems? Would you recommend courses for schools for the deaf about the whole question of race?

HAIRSTON: Only if necessary or if requested by students. From personal experiences, I find that the best way to become informed on the race question is to coexist, literally.

When the two West Virginia schools for the deaf integrated, blacks were assigned rooms with whites and vice versa. My black pal and two white roommates were the best roommates one could demand. We got along, had chess tournaments among





ourselves, card games, played practical jokes, quarreled, were on the same football and basketball teams and studied together. By the end of the school year we were not saying, "those Negro boys with me" or "those white boys" but "John," "Dick," "Paul" and "Ernie." I'm sure the feeling throughout the campus was mutual, at least among students. The genuineness has carried on to the present.

I cannot speak for others, but personally I experienced very little if any discrimination among students. I doubt if courses on race and discrimination would solve the problem, if any. Counseling may, to some extent. The best way is to force persons into situations and let them learn to coexist—some may, others may not.

BOWE: What about discrimination against black teachers?

HAIRSTON: Prior to the middle sixties, this was a problem. Today it is a debatable question. Some schools still practice tokenism. Yet, I believe a qualified, self-assured black deaf teacher can find a job in almost any school for the deaf today.

BOWE: Let's skip back to rehabilitation for a minute. What areas do you see as being in need of improvement in delivery of services to black deaf adults?

HAIRSTON: Black deaf persons and their families are generally unaware of services available, opportunities for retraining and/or new job opportunities available to deaf persons; many vocational teachers, rehabilitation counselors and work-study program coordinators cling to stereotyped beliefs as to the type of jobs or training a black deaf person could or should have and place them accordingly; and the average black deaf person is undereducated, socially disadvantaged and unskilled. These three factors combine to make it difficult for most deaf black persons to take advantage of or benefit from progress made in the field. There are exceptions but it is not my intention to dwell on those.

One cannot be forced to overcome deep-set prejudices or lightly discard stereotyped beliefs, yet professionals and other persons working with the deaf must be objective, and view each person as an individual rather than as a type. This is difficult in many instances where rehabilitation counselors have caseloads of 150 clients and are required to list as "rehabilitated" a certain percentage of them by the end of the fiscal year.

BOWE: Before we go into education, let me ask you about the purposes and findings of your project in Los Angeles with John Bachman in 1967 while the two of you were in the Leadership Training Program. To my knowledge, this was the first study to examine in depth a group of black deaf persons and report data concerning them—the first such study focused exclusively upon black deaf persons.

HAIRSTON: The primary purpose of our study of the Negro deaf population in the Los Angeles area was exploratory—it was undertaken to determine the approximate number of black deaf adults in the Los Angeles area, their occupational, educational and social backgrounds, the types of jobs they held, their job stability, their means of communication and their awareness or unawareness of and interest in the various adult education classes and rehabilitation services that were available.

Since only 26 questionnaires were completed, it appears that the study was successful in reaching only a small portion of the black deaf adults in the area. These individuals formed only a specific class within the population—mostly being prelingually deaf, southern born, about 30 years of age, performing assembly-type work, earning approximately \$100 a week and were educated at a state residential school for the deaf. Their jobs were obtained with help from vocational rehabilitation counselors or through friends. Infrequently, they attended gatherings at clubs for the deaf. They communicate mainly via the language of signs. Most were interested in adult education classes and were aware of them. This segment of the population could not be called a sample since it did not represent every type or class within the black population. The hardcore black deaf were not reached through this study. Our survey overlooked those who, although self-sustaining, were not interested in associating with other deaf individuals.

Our study found that some of the more pressing needs of the black deaf persons in the Los Angeles area were: 1) leadership; 2) education; 3) family and financing counseling; 4) better job opportunities and 5) better social adjustment.

It was difficult to estimate accurately the number of black deaf adults in the area. We concluded that there were between 300 and 500, but could not prove it statistically.

A more thorough study was highly recommended. Linwood Smith undertook, as his LTP graduate project, a study of "The Hardcore Deaf Negro Adult in the Watts Area of Los Angeles" during the summer of 1971.

BOWE: Let's now go on to education—specifically preschool education, since this is where our commitment to improving education for black deaf children must begin. Do you believe that preschool services are generally less available for these children in the inner city than they are for white deaf children—few of whom live in the inner city?

HAIRSTON: I'll be the first to admit that preschool programs are out of my realm, thus, I will not pretend to have an answer. I am even less familiar with preschool programs in the inner city. Yet, generally speaking, I presume that if inner city families could somehow—by social workers, through PTA meetings or the "grapevine"—be made aware of services available, most would utilize them. Well-informed social workers and/or religious leaders in the inner city are the best source of reference since they are the ones to whom most inner city families turn. It would be most beneficial if part of their education, training or experience dealt in problems posed by deafness.

BOWE: Could you comment—to my last question—on the home life of some of these inner city deaf children?

HAIRSTON: The home life of inner city deaf children varies from family to family to such an extent that it is difficult to generalize. A quick review of my former clients from the inner cities of Ohio shows they came from such homes as: 1) Father, director of model cities program; mother, housewife; 2) mother, factory worker; no father; 3) mother on welfare; father, deserter; 4) husband, jailed, her kids with relatives, client on welfare, living with friend also on welfare; and so on.

Although I cannot surmise what effect these circumstances had upon their speech and language development or chances for preschool, I can definitely say that their self-concepts were very low and their goals mostly unrealistic. You may have realized by now that I'm speaking of inner city black deaf individuals who are in their late teens and early twenties. Most have had some schooling—special classes for the most part. Considering their environment, they had no one to look up to, no one to boost their self-esteem and no one to offer vocational guidance. And they lacked vocational training prior to receiving services from the Bureau of Vocational Rehabilitation. Some profited from training; a few did not.

Although environment is definitely an influence I cannot say how much. I feel confident that if each of them was given an opportunity earlier, educationally and vocationally, he would not be much different from the average deaf population.

BOWE: Thank you, Mr. Hairston.

HAIRSTON: I appreciate this opportunity to express my views and am enraptured that a light has finally been shed on the problems of black deaf persons. I hope the enthusiasm and concern remain until the problems are solved.

From A Parent's Point Of View

Mary Jane Rhodes, Conductor

Note: The following letter was written by a friend of mine to his grandson. When he shared his letter with me, I asked that he allow me to use it for this column.

AN OPEN LETTER TO HIS GRANDSON

Dear Grandson:

I enjoyed having you visit me last week in Washington, D.C.

Your laughter while watching the cartoons on television is like music to the ears of all who hear you. Your mind is as bright as your red hair and blue eyes and your smile makes others smile, too.

You will probably never hear and understand voices and music because you were born profoundly deaf about nine years ago, while I was working abroad. And, while you might be taught to speak someday if you keep trying, you may not be able to speak very clearly.

Few children born profoundly deaf with insufficient residual hearing to enable them to hear and understand speech with a hearing aid can become oral to the extent of being understood by strangers. But efforts to speak should never cease, for you were born with voice, not mute. Even some oral ability is better than none, and you might become one of the congenitally deaf who learn to speak reasonably well. But you can always communicate by other methods as well. With good fingerspelling and signs, you can express and understand everything, but only with people who know the language of signs. With speech and lipreading skills, however, there is no limitation as to with whom the oral deaf can communicate.

But you have all of your other senses, abilities and latent talents to be developed. You can do everything but hear and speak and that is a great deal indeed.

It is unfortunate to be deaf or blind but a handicap need not be a roadblock in life because it can be surmounted to lead a happy and successful life. However, it is up to you to do the very best you can with what you have. A severe handicap is not the end of the road. It just takes a little longer to reach one's goals in life by other pathways.

There are many people in this world with no handicap at all who do so little with what they have. I feel sorry for them unless they are happy as they are.

We must accept ourselves for what we are. We must try with confidence to improve ourselves. But we cannot be what we are not.

When you are older, you will learn about my own experiences and problems during my lifetime. I was hard of hearing

as a little boy and became very deaf in middle age while I was working for the U.S. Government abroad. Before I retired from this work, I also became legally, but not totally blind. My voice is normal and I do fairly well with a hearing aid in my better ear. My blue eyes are clear though I can't see much. Therefore, when a stranger enters my office knowing nothing about my problem, he naturally assumes I hear and see normally—until I start asking "What?" very often or feeling around the top of my desk for my special reading lens for my better eye.

Except for asking people to repeat some words or seeking guidance to cross a street, I do not generally ask for special help. I try to be as independent as possible and now in the year 1972, I am still employed. I write articles for the deaf and the blind.

It has not been too difficult for me over the years, but then I was not born profoundly deaf or blind. That makes the big difference. Yet, compared with people having no physical handicap, life has not been easy either.

Remember, Grandson, that it is not the extent of a handicap, but the degree to which one overcomes it.

We live in a hearing and seeing world, and must associate daily with people who hear and see well. However, we cannot pretend to function as they do. We must find different means to accomplish our objectives—immediate and future.

Among all my friends who are deaf or blind, I know no one who feels sorry about his handicap. Most of them are indeed happy extroverts with lots of creative ability—like you.

I have met all kinds of people all over the world during some 25 years of living in foreign countries and find most people are essentially the same in their desires for love and happiness. One can be very happy without much material wealth as long as one never gives up. Never, never, never.

Love and luck,
Grandpa

* * *

Too few of our deaf leaders speak out about their own experiences as a deaf person. There are most surely other "Grandpas" around the country who would like to say some of these same things to their own grandchildren. I can imagine that my own son might someday be the grandpa of a deaf child. Although none of us would wish others to be deaf, still what a beautiful relationship it is when one can say to a grandson, "I walked the path of deafness before you. I understand your frustration and confusion. But I also know that life can be good, life can be meaningful. I reach back my hand to help you as you travel in the path your Grandpa's footsteps have tried to smooth for you."

I am honored that this "Grandpa" calls me a friend and that he would let me share his very personal letter with my readers.—Mary Jane Rhodes

Two Former Hoosiers Serve 25 Years Each At Bank

The First National Bank of Santa Fe in New Mexico recently honored two deaf women. Each of the women has been in the bank's employ for 25 years.

Mrs. Marilyn (Hughes) Wilkinson came to Santa Fe a young bride shortly after graduating from Gallaudet College. About two months after her arrival in Santa Fe she was tendered work at the First National Bank. She started working in the bookkeeping department. She operated various types of bank machines. Mrs. Wilkinson is presently serving in the trust department. Much of her bank service was spent in the loan department.

Mrs. Irene (Crumbacher) Clingenpeel began her bank employment about four months after Mrs. Wilkinson did. Mrs. Clingenpeel served in the bookkeeping department for a number of years. The bulk of her bank service was observed in the auditing department. She has been

in Central Accounting the past few years.

Both women are graduates of the Indiana School for the Deaf. Mrs. Wilkinson was a student at Gallaudet College throughout World War II. During most of this same war period Mrs. Clingenpeel worked as a metalsmith at a naval air station in California.

Both women were appropriately feted after marking their 25th anniversaries as bank employees by the bank officers. Each of them was awarded an engraved wrist watch. Both watches are studded with tiny diamonds. Mrs. Wilkinson received her 25-year-service pin at the bank's annual Christmas party last December. Mrs. Clingenpeel will have to wait until next December before getting her pin.

The husbands of the two bank employees, Donald F. Wilkinson and Robert Clingenpeel, are faculty members at the New Mexico School for the Deaf.



Mrs. Irene Clingenpeel receives her 25 year service pin.

Sudden Birth Of Football At Iowa School

How A Young Man's Zip In 1921 Overcame A Maze Of Old And New Problems

By STAFF WRITER



FRANCIS C. JACOBSON in 1921. The magic number is "21," the year when this young man, fresh out of Wisconsin, nurtured the budding growth of football at the Iowa School. The crowning, wavy glory on his head explains why he was known in the Badger State as "Wooley."

When Francis C. Jacobson took a position at the Iowa School for the Deaf in the fall of 1920, neither he nor anybody else imagined that he was later to become the Father of Football at the school.

At home he had been known as "Wheezy" or "Wooley," the latter friendly name coming from his mop of dense, finely-waved hair that stood on end and strongly suggested high quality wool. At the Iowa School, however, he became quickly known as "Jake."

Under the great Frederick C. Neesam, Jake had starred in football at the Wisconsin School for the Deaf. He also played for a time with a semipro Delavan, Wis., team as end. In spite of his short stature he was solid as nails, tough, bull-necked and fast as a deer. Above all, he loved football and was soon craving to get the sport going at the Iowa School. Through his first year he suffered agony while he worked with husky, hard-muscled farm boys, ideally suited for gridiron wars, just pining to get a chance at the popular fall sport.

Early in 1921, Jake started putting pressure on Superintendent Elbert A. Gruver and Principal J. Schuyler Long. Finally, in October, these cautious gentlemen grudgingly gave permission for the older boys to practice football as a trial balloon, under Jake's leadership.

The response of the boys was nearly hysterical. By mid-month the superintendent agreed further that the boys could

play one game with a local high school team. If the team did well in this test game, in the superintendent's judgment, then more games would be allowed.

When Jake relayed the trial-game idea to the boys, a mighty roar went up. They were far from modest in saying that they were going to give the test-tube opponents a knock-em-down and drag-em-out battle.

At this late date, with half a century of water over the dam, it is not easy to picture the big problems and personal sacrifices that the young Jake had to face and take on. First of all, the school had no money budgeted for football and could not repay Jake for any expenses which he might take on, for the boys' sake. Even the fees of officials would have to come out of the small pockets on Jake's skimpy pants (Jake's income was on the low-low side.) If not for his big-hearted approach, football could not have gotten off the ground in 1921. But the sport got off the ground and went soaring when Jake came back from a shopping trip to an Omaha sporting goods store with three new footballs to hand out to the boys.

It was not easy to line up a game with another school on short notice that late in the season (mid-October), but for the test-tube game the coach at the Council Bluffs high school agreed to round up "a second team" to challenge Jake's upstarts. So, with two weeks of practice behind them, based on Neesam-style football, the deaf boys took on the Council Bluffs high

reserves with gusto, but also partly scared. They were not in the least properly outfitted for this fierce sport, but they slammed into the city boys in a devil-may-care spirit with one main goal in mind: to show Superintendent Gruver and Dr. Long that they could qualify for more games by at least holding their own on the field.

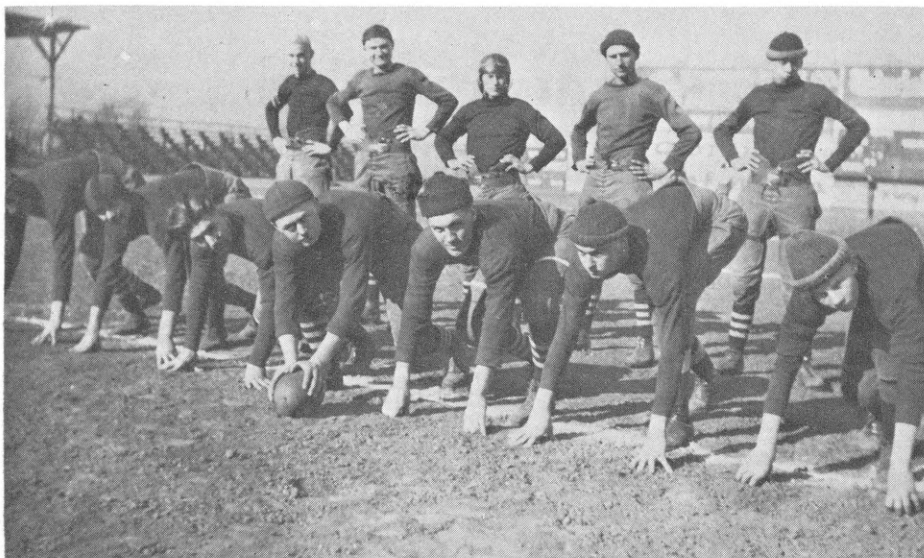
As stated above, the boys were not really equipped for the rough sport. Only George Hagen, captain and fullback, had a regulation outfit from helmet to cleated shoes, a gift from his proud father. The rest of the players wore knitted stocking caps, pullover jerseys, blue denim overalls and mostly tennis shoes. They had no shoulder pads or pads over backs or thighs. The most common color was the blue of the overalls. Nobody even stopped to think that the school colors were (and still are) maroon and gold!

To the amazement of the city boys, their fans, the officials and school folks, especially the superintendent and the principal, the boys outplayed their opponents, winning by the solid score of 26 to 7. At last, the team had been baptized under fire. The test of ability to play had been weathered. Football was "in," and Jake scurried around, lining up six more games, all in November with its frequent threat of wet, cold weather and possible snow.

As Jake was assistant teacher of shoe-making as well as boys head supervisor and coach of all sports in the fall of 1921,



1921 IOWA SCHOOL FOOTBALL SQUAD—Left to right, front: Ray Anderson, Morris Fahr, Captain George Hagen, Elmer Hanson, Palmer Lee, Harold Busing. Middle row: Floyd Dowell, Bernard Gulstorf, Gerald Osborne, Norman Scarvie, Rudolph Kaplan, Hubert Thompson, Dr. J. Schuyler Long. Back row: Efford Johnson, Leonard Lau, Jacob Oordt, Owen Study. Coach Jacobson unfortunately was absent when this picture was made.



STARTING LINEUP—With their new pants, back row, left to right: Dowell, Fahr, Hagen, Hanson, Lee. Front row: Busing, Gulstorf, Osborne, Scarvie, Kaplan, Thompson, Lau.

he had his shoeshop boys fix up makeshift shoulder pads from discarded oil-cloth tabletops taken off dining room tables and passed on to him by the matron of the school. The boys also nailed strips of leather across the soles of the boys' workshoes, to act as cleats. Although the things turned out were rather crude when compared with factory-made gear, they were of much help to the players on the field. Jake also bought light-weight jerseys for the boys who lacked jerseys. The result was that his players looked quite a bit alike, at least between the neck and hips.

"What kind of misfits are we playing today?" one coach was heard to remark when he first saw the motley, ill-equipped deaf lads take the field to warm up.

The season's second game was played with Omaha Central High reserves in Omaha and the ISD embryos absorbed their first setback, 26 to 7. The loss

naturally could be blamed in part on mistakes as the deaf players had much to learn and were without prior experience to guide them, whereas their opponents all had the backing of experience and traditions to help them.

Besides learning to play man-to-man with rivals, the boys had to learn as much as they could about the rules of the game, in a cram course. This took some time. The boys naturally weren't too keen about the fine points laid down by official regulations. All they wanted was to get that pigskin snapped back and experience the thrill of body slamming into body. So a few funny things happened, for example an incident in the first game. One of the muscular boys from the farm slipped through the line and bodily picked up an oncoming back carrying the ball. In a flash he slung the guy on his shoulder like a sack of grain at harvest time and went trotting down the field with his quarry, proud as a bird dog retrieving a pheasant, until stopped by a wide-eyed official. The eager retriever thought that he was in this simple way giving the opponents a big loss in yardage, and the bigger the better. It was a sign of the drive and desire that fired that first team in its historic maiden season.

The third game was a classic, against the mighty Nebraska School for the Deaf eleven, a veteran outfit. The Iowans looked like a bunch of country rubes, and most of them actually were farm boys. What the boys from the Hawkeye state faced was a team of nattily-dressed, confident players, sort of a pro-type unit by comparison, drooling and licking their chops. With the game underway, and with the chips down, the green country rubes made many a veteran Nebraskan bite the dust. They won what an underdog likes to call "a moral victory," the game ending in a 13-13 tie. The feature of the game was that Guard Osborne outplayed the great Guard Blaha of Nebraska who later took up boxing as a professional.

A week later the team went up north to Pisgah High and won, 14 to 0. The next

Thursday the boys locked horns with the powerful Omaha Commerce High reserves in a Thanksgiving Day game and wound up on the short end of a 12-0 score. And the boys were a bit sour as they felt that too many first-string Commerce boys were slipped into the game.

The very next day the ISD team clashed with Omaha Central High's varsity team, losing 26 to 7. In this game an Omaha player, in trying to block a Hagen kick, lost four teeth and was rushed to a hospital.

By this time the boys were wearing football pants which Jake bought for them with his own shekels, and the soaring spirits after weeks of overalls was something really great and uplifting.

The seventh and last game was with the Council Bluffs High regulars who hoped to get revenge for the game their reserves had lost in the season opener. This clash with the top team proved that Jake's country rubes had taken on no small bit of polish, as they shut out their city rivals, 14 to 0. It was a sweet ending to a very rugged schedule cramped into the brief space of one month and one week. Opponents were, with one exception, teams from the big city schools in Omaha and Council Bluffs. Pisgah was the only small-town high school team played.

It was a shame that these boys had not been able to play previously. The majority were seniors and most of the rest were juniors. They were mostly tall, big, muscular and clever. The line was so powerful that most ground gains were made through guard positions, rather than through tackle. Guards Osborne and Kaplan, with Center Scarvie teaming with either guard and assisted in turn by the strength and quickness of Tackles Thompson and Gulstorf, blasted holes for the



FIRST IOWA FOOTBALL COACH—Jake in the flashy dress of young men of that time, large cap, hard collar and white pullover sweater. This white sweater was in fact the only sweater of its kind in the area, an import from Wisconsin.



JAKE TODAY IN RETIREMENT—The sturdy blood of his Norwegian ancestors shows through his rugged features. His one-time fine-haired top now curls with a neat whiff of a wave. He can look back with pleasing satisfaction to those hustling, long-gone days when football came to the Iowa School through his energetic, open-handed efforts.



1922 IOWA SCHOOL BASEBALL TEAM—Front row, left to right: Kaplan, Hanson, Hagen, Hekanson, Thompson, Scarvie. Middle row: Dr. Long, Busing, Anderson, Fahr, Gulstorf, Study, Superintendent Elbert A. Gruver. In rear, Coach Jacobson, Dr. Tom L. Anderson. In their final game, these boys beat the Walnut High School team, southwest Iowa champs, 11 to 3. Season record not available.



FORTIETH REUNION, 1961—On ground, left to right: Ray Anderson, Francis Reilly, Efford Johnson, Elmer Hanson, Hubert Thompson, Palmer Lee. Standing: Floyd Dowell, Norman Scarvie, George Hagen, Harold Busing, Gerald Osborne, Bernard Gulstorf, Rudolph Kaplan, Coach Jacobson. (Unfortunately no good group picture of the 50th reunion in 1971 is available.)



1921-22 BASKETBALL TEAM—This team won 13 and lost 4. Back row, left to right: Coach Jacobson, Hagen, Vocational Principal Tom L. Anderson, Anderson, Superintendent Elbert A. Gruver, Gulstorf, Principal Dr. J. Schuyler Long. Front row: Kaplan, Thompson, Captain Fahr, Hanson, Scarvie.

backs. Busing and Anderson at ends were lighter but fast blockers and receivers.

Lee at quarterback was a little on the bantam side but handed out well and took care of the brainwork. Captain Hagen looked somewhat small because he was rather short, but he was very strong and rugged. He did all the kicking, including dropkicks, which were in fashion in those days. Backs Hanson and Fahr had fine speed and deception and were foxy players always scheming on how to outwit opponents.

Few subs were used, perhaps because there were so few football pants around! The truth is the games were played, usually from start to finish, by the eleven iron men. Sophomore Oordt, big and tall for his age, filled in a couple of times as guard or tackle. Dowell opened as a center, then served as relief quarterback. Lau and Study, if memory serves, got in a little action as ends. Johnson was ready and willing as line sub. Too light to play, Francis Reilly settled for student manager, being in charge of what meager equipment the squad had.

Thus ends the short tale of the first season of football at the Iowa School for the Deaf and the heroic efforts of the first football coach at the school, Francis C. Jacobson.

* * *

The following year the school administration took over the expenses of football activities, to the relief of Jake and his boys, and the school has kept football going through the years since then.

What became of these pioneers after they left school? It would make a good story if the question was answered in full. Out of respect for the boys we will give a few thumbnail sketches.

George Hagen excelled in all sports and became one of the great athletes turned out by the school. As a baseball pitcher he had a lethal drop. Graduated in 1923. Joined the maintenance engineering unit at Iowa State College (now university), remaining 44 years. Pitched semipro baseball until 1934. Still bowls after 46 years of pin busting. Married. Four children. Remarried.

Ray Anderson, 1922 graduate and Gallaudet prep. Taught sloyd at ISD. Union carpenter, 1941 to date, in Omaha. Four sons, each a self-employed Standard Oil station operator.

Morris Fahr, 1922 graduate. Married. Draftsman in Los Angeles. Inventive and mechanically inclined. Built and flew own planes after age 50. Regrettably died in a plane crash, in avoiding a collision with another craft in a landing area. Fahr patented a neat pump unit to be used in milady's cream and liquid bottles. Short strokes brought contents up without waste. He sent models to major cosmetics firms. All told him that women were wasting one-fourth of bottle contents at the time, and his non-waste device would cut down on their profits. A few years later Fahr received a bitter shock. His unique pump was appearing on bottles of all

kinds, even on common household items. His device had been stolen outright.

Bernard Gulstorf, 1922 graduate. Farmed 240 acres until recent retirement. Big cattle feeder. One daughter.

Elmer Hanson, 1922 graduate. Went from school directly into baking job that lasted 47 years, as union baker. Daughter and son.

Rudolph Kaplan, 1922 graduate. Farmed 160 acres until untimely death. Two sons.

Gerald Osborne, 1922 graduate. Florist, gardener and campus foreman at Iowa School until retirement. Two daughters.

Norman Scarvie, 1922 graduate. Captain 1926 Gallaudet football team. ISD teacher and principal 38 years. Farmer, cattlefeeder. Big-game hunter. Daughter and son.

Harold Busing, 1927 graduate. Married. Retired Standard Engineering company employee.

Palmer Lee, 1923 graduate. Farmed many years. Drove milk-route collecting truck. Still trucks. Two sons.

Floyd Dowell, 1923 graduate. Nursery and seed company shipping clerk, still employed. Two sons, two daughters.

Owen Study, 1924 graduate. Attended Gallaudet. Chess player. In California. Retired union carpenter. Two daughters.

Jacob Oordt, 1927 graduate. Barber, even in retirement. Part-time carpenter. Two daughters, one honored as Iowa Tulip Queen in her teens.

Efford Johnson. Retired Campbell Soup Company cook. Two sons.

Hubert Thompson, 1925 graduate. Heavy-equipment welder until retirement. Two sons.

As to Coach Jacobson, his keen interest in sports continued throughout the years. In the 1940's he started a basketball team in Council Bluffs made up almost wholly of Iowa School players. He helped strengthen the local club of the deaf, a club that was destined to back and finance the team through the years. He found jobs for young players, in Omaha and Council Bluffs. In time he had brought together enough talent to form a top-rate basketball team.

After the team became a regional title contender, Jake withdrew as manager and turned the team over to younger hands. To date Council Bluffs teams have won nine Midwest Athletic Association of the Deaf tournaments and competed in 10 national tourneys, hosting the AAAD the tenth time. In 1962, the team won the national championship.

Around 10 years ago Jake retired as vocational teacher at the Iowa School. Since then he has, to all appearances, been leading that ideal life of Riley in Mason City, a status he well deserves. He is still a bachelor, and might be as eligible as ever. But as the twilight of life slowly falls, his thoughts often turn pleasantly to those hectic but bright and glorious days when football was a-blooming at the Iowa School, under his tender, loving care.

Tax Facts

By JOSEPH J. CARUSO

The 1971 Federal individual tax return Form 1040 and its supplementary Schedules A through SE follow the building block system that has been used for the last few years. This means that the individual begins with the basic two-page Form 1040 and adds only supporting forms that are necessary to complete his return.

You must file a form if you are single, an unmarried head of household or a surviving spouse with a dependent child and your income is \$1,700 or more for the year (\$2300 or more if you are 65 or older).

The value of a personal and a dependency exemption is increased from \$650 to \$675 for the calendar year 1971.

For an individual who does not itemize his nonbusiness deductions in 1971, the standard deduction is the higher of a) the percentage standard deduction (13% of adjusted gross income up to a maximum deduction of \$1500) or b) by low-income allowance.

Form 1040 for 1971 is a single sheet, two-page form, with supporting schedules A, B, C, D, E, F, G, R, and SE.

A husband and wife may file a joint return, but only if:

1. Their taxable years begin on the same date;
2. They are not legally separated under a decree of divorce or separate maintenance on the last day of the taxable year.

The benefit attached to the filing of a joint return by a married couple lies in the fact that the tax rates applicable to a joint return are generally more beneficial than would be available if the couple filed separate returns.

A return must be filed for a decedent if he is subject to one of the gross income tests.

In the case of children of parents who are divorced or legally divorced or legally separated, the parent having custody of the child for the longer period of time during the year is generally entitled to the dependency deduction.

A taxpayer's child who has not attained the age of 19 at the close of the calendar year in which the taxpayer's taxable year begins or who is a student for at least five calendar months, full-time at a regular educational institution may be claimed as a dependent (if the taxpayer satisfies the support test) whatever the amount of his income.

An individual who is in business for himself or in a profession is subject to the self-employment tax. The purpose of the tax is to provide Social Security benefits. This tax is paid by adding an amount to the income tax computed on Form 1040. If the net earnings from self-employment are less than \$400, no self-employment tax is payable.

The cost and upkeep of a uniform in-

cluding laundering and cleaning are deductible only if the uniform is required as a condition of employment and is not adaptable to general wear.

A deduction is allowed for special items required in the employee's work which do not replace items of ordinary clothing.

Loan fees, commonly called "points," are deductible as interest by a buyer where financing agreements provide that they are to be paid for the use of the lender's money.

Interest is not deductible unless paid upon the debt of the taxpayer. Thus interest paid by a taxpayer on a mortgage on a home which he purchased for his parents, in their name, is not deductible. A carrying charge is deductible as interest where an installment sales contract states the carrying charge separately even if it does not state what amount represents interest.

Casualty losses in the case of non-business property arising from fire, storm, shipwreck or other casualty or from theft is deductible only to the extent that it exceeds \$100.

A taxpayer may deduct medical expenses in excess of 3% of adjusted gross income. Prior years medical expenses paid in the current year may be included in computing the deduction, but advance payments are not.

An individual may deduct the following taxes from adjusted gross income:

1. A state, local or foreign real property tax;
2. A state or local personal property tax;
3. A state or local general sales tax;
4. A state or local gasoline tax or a tax on diesel and other motor fuels;
5. A state or local tax on income.

For residents of Ohio: Homestead Exemption.

Ohio has recently enacted a Homestead Exemption and the two basic requirements for an applicant to qualify are:

1. Must have attained age of sixty-four prior to January 1 of the year in which application is made.

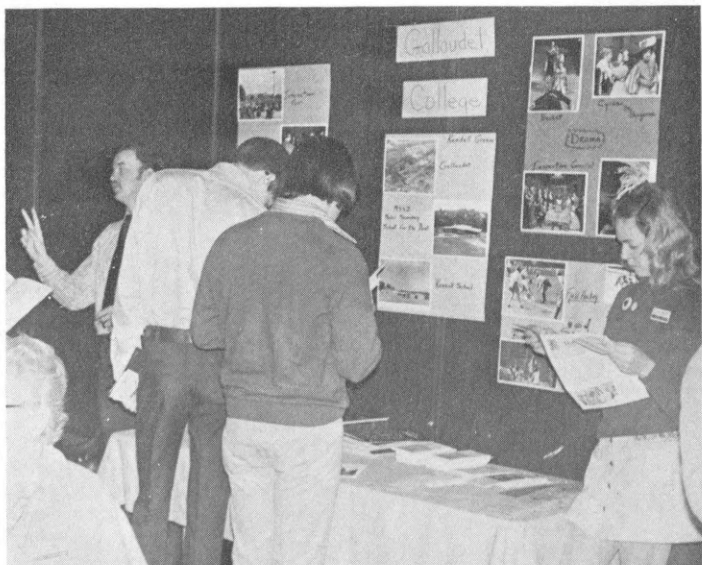
2. Must be the owner, occupant of the Homestead property in one of the following ways:

- a. An owner of the property as evidenced by an instrument of conveyance, or
- b. A vendee in possession under a purchase agreement, or
- c. A purchase under a land contract, or
- d. A mortgagor, or
- e. One or more joint tenants with right of survivorship, or
- f. Tenants in common

An application must be filed with the county auditor of the county in which the homestead is located, after the first Monday in January and not later than the first Monday in June. (For 1972, that date is June 5.) The exemption will decrease your real estate taxes.

Other states also have such homestead or mortgage exemptions.

Fifth COSD Forum In Memphis



FORUM DISPLAYS—Left: Michael Finneran and Donna Eads are explaining some items in the Gallaudet College exhibit at the COSD Forum. Right: The audio-visual items of the Southern Regional Media Center at the University of Tennessee, Knoxville, were very impressive.



AUDIENCE SEGMENT—Shown above is part of the audience at the opening session of the Fifth Forum of the COSD. In the foreground are Kathy Vogtmann and Maria Hattrak, Junior NAD representatives from the Indiana School for the Deaf. Others in the picture who can be identified are Dr. David Denton, Dr. John Schuchman, Dr. Richard Phillips and Mrs. Donald (Agnes) Padden.



LOVE-IN BEGINNING—Dr. Albert Ross (left) of the University of Southern California is shown in his inspirational message which opened the Fifth Annual Forum of the Council of Organizations Serving the Deaf held in Memphis, Tenn., February 29-March 3. Interpreting for him (and equally inspiring) is Louie J. Fant.



DISCUSSION GROUPS—At the COSD Forum in Memphis, the 600-odd participants were assigned to discussion groups of 15-20 persons. At the left a group leader is shown with his recorder and interpreter. The other picture shows a typical session. (For these and the other pictures taken at the Forum we are indebted to Dr. Ben Schowe, Jr., of the Model Secondary School for the Deaf.) (Photos by Dr. Ben Schowe, Jr.)



CHARTERED PLANE—Some 60-odd Forum participants from the Washington, D.C., area banded together for a "charter" flight to Memphis. The awed subject of the photographer is Professor Leon Auerbach of the mathematics department at Gallaudet College.



AUTOGRAPH SESSION—Dr. Eugene Mindel (left) and Dr. McCay Vernon autographed copies of their book, "They Grow in Silence," which was on sale at the National Association of the Deaf exhibit at the COSD Forum. Squeezing into the picture at the extreme left is Mrs. Mary Jane Rhodes of the COSD staff.

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Deaf American Contest Announced For State Association Letterheads

At the 31st biennial convention of the National Association of the Deaf at Hotel Deauville, Miami Beach, Florida, July 2-9, 1972, THE DEAF AMERICAN is sponsoring a contest for Cooperating Member (state) association letterheads. Entries are sought from all such organizations in hopes that the competition will lead to even greater enthusiasm for attractive stationery.

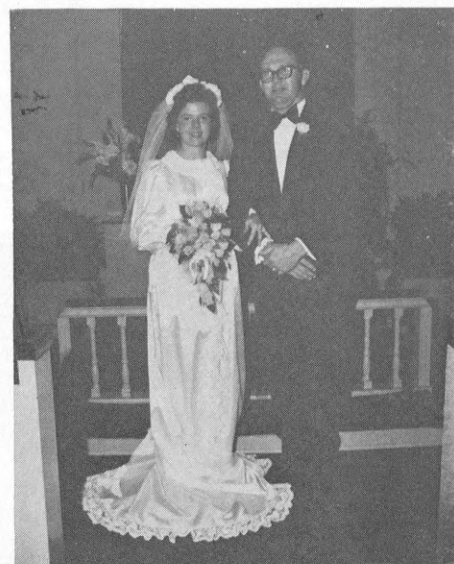
This competition somewhat parallels the NAD Cultural Program's division for state association newsletters which proved very popular at the 1970 NAD Convention in Minneapolis and which is expected to have twice as many entries in Miami Beach.

Donald L. Irwin, president of the Iowa Association of the Deaf, 211 Test Street, Council Bluffs, Iowa 51501, has agreed to serve as chairman of the contest. Judging of the entries will be done by a panel to be selected at the convention.

First prize will be 10 one-year subscriptions to THE DEAF AMERICAN, with the understanding that the winning state association will designate colleges and universities, public libraries or other institutions (within the state) as the recipients. Magazines will go out labeled "Compliments of ----- Association of the Deaf."

Entries should include two letterheads and two envelopes. They should be sent to Mr. Irwin flat and protected against wrinkling or other damage in the mails. At Miami Beach, a display will feature such stationery.

In order to have sufficient time to prepare the letterheads and envelopes for mounting, entries should reach Mr. Irwin by June 1.



RAMBORGER-ANDERSON — William J. Ramborger and Camilla R. Anderson were married January 8, 1972, in Greeneville, Tenn. After a honeymoon trip to Florida, the bride returned to Gallaudet College where she is a senior scheduled to receive her B.S. in physical education in May. The groom, a 1968 graduate of Gallaudet, was physical education instructor and head coach at the South Carolina School for the Deaf, Spartanburg, until disabled in an automobile accident in April 1971. Now completely healed, he expects to return to the educational field in the fall of this year.

Portland TV Newscast Features Ameslan



VANCOUVER NEWSCASTER—Henry L. Stack uses the language of signs in his news program on KGW-TV in Portland, Ore. His presentations are accompanied by background audio.

"This is Sign 8 News, a digest of the latest news of the Northwest from the KGW newsroom, and Oregon's first interpreted news for the deaf, signed by Henry Stack" . . . so goes the opening of a daily news program for the deaf over KGW-TV on Channel 8 in Portland. The program went on the air for the first time last January.

In at least two respects this is probably

unique among the various interpreted news programs now being broadcast in different areas of the country. First, the interpreter alone appears on the screen, the audio portion originating in another part of the building. This has the great advantage of making the signs appear larger and easier to read. Also, there is nothing else on screen to distract the viewer. The second singular characteris-

tic of this program is that the interpreter is a deaf person. Although he has some hearing which is boosted by the binaural hearing aid he uses, there is simply not enough hearing for Henry Stack to function as an interpreter through his hearing alone.

After about a year's correspondence with the general manager of KGW on the subject of special programming for the deaf which included inquiries of other stations providing such programs, KGW said that they were ready to begin an experimental program and requested Stack's assistance in locating interpreters. At this point it was planned to follow the procedure of other stations, i.e., to use a hearing person to interpret.

Some doubt existed, however, as to whether the program would be successful or even popular with the deaf due to the time of the show, 8:25 a.m. Since KGW had already said that there would not be a side-by-side or split-screen presentation, Henry started thinking that perhaps it would be feasible for a deaf person to handle the interpreting. If so, why not invest his own time and efforts in the experiment? Through trial and error, in two weeks of rehearsals via closed circuit at the studio, a way was sought to achieve an unhurried delivery in signs while at the same time keeping up more or less with the audio.

That is the present *modus operandi*: Stack arrives at the studio about an hour ahead of broadcast time and picks up the written script which by then has been tape-recorded for the audio portion and goes to work. After a few minutes of preliminary study over a cup of coffee, he begins rewriting. This rewriting serves a dual purpose—to eliminate unnecessary or repetitive words and to help fix the script in memory so that it will not be necessary to refer to it too often during broadcast.

Then comes a rehearsal on closed circuit before going on the air. At this time final adjustments to the working script are made, with deletions or restorations as needed for better coordination of the audio and video portions.

The response from hearing people has been terrific. It had been feared that there would be some opposition and even outright hostility from hearing viewers. The approval voiced by so many hearing people who called and wrote to the station has been most heartening. In fact, KGW says it has heard from more hearing people than deaf.

Most deaf people who have been able to watch the show have expressed their pleasure with it. In order to be more meaningful to the largest possible number of deaf viewers, Ameslan has been used rather than Signed English. It is possible with Ameslan to give a slower-paced and more graceful rendition.

BOUND VOLUME XXIII

of

THE DEAF AMERICAN

Any reader or subscriber wishing a copy of handsomely bound Volume XXIII (Sept. 1970-July-Aug. 1971) of THE DEAF AMERICAN has a choice of two plans:

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National Association of the Deaf

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By Toivo Lindholm

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Humor

AMONG THE DEAF

In Tom K. Ryan's cartoon, "Tumbleweeds," our dumb but literate Indian friend, Lotsa Luck (he's not deaf, only lost his voice, so, like most of us, the deaf, he carries a pencil and pad) goes a-wooing of his chief's daughter. He scribbles and hands his pad to the girl's father:

"I would banter a modicum of badinage with that delectable ingenue who claims your paternity. You may summon her anon."

"Is this a request to speak to my daughter?" queries the chief.

Replies Lotsa Luck: "It ain't the hog and grain market report, Pops."

The chief enters his tepee, and out comes Little Pigeon, his daughter. "Father said you wanted to see me, Lotsa Luck," says the girl. The befuddled swain scribbles and hands the girl the paper:

"Little Pigeon, I have decided to give you my hand in marriage."

"Well," says she, "In the first place, the man is supposed to ASK the lady for HER hand!"

Scribbles Lotsa Luck: "Gad, how maudlin."

"And in the second place," continues Little Pigeon, "I'm afraid I'm not in love with you."

Later, in his tepee, Lotsa Luck scribbles: "Dear Diary, Very nearly became betrothed today. Graciously declined, however, feeling that a wife would clash with the decor of my bachelor pad."

Hogan's r-right whin he says: "Justice is blind." Blind she is, an' deaf an' dumb an' has a wooden leg. — Finley Peter Dunne's "Mr. Dooley."

Helen and Ray Stallo sent a clipping from the Los Angeles Herald-Examiner containing this item:

Jerusalem (UPI)—A sign warning "caution—deaf people ahead" on King George Ave. drew an angry letter to the city hall from traffic expert Moshe Batzrai.

What next? he asked. "Will we be seeing: 'caution—lame people ahead' or 'bald people ahead.'?"

City hall surrendered. They decided to take down the sign requested by an institution educating the deaf.

(Conductor's comment: Some years ago, I had a letter from Sandy Aklufi, former horticulture instructor at the California School for the Deaf, Riverside, who had visited Israeli, who said he had visited a school in Jerusalem called the Helen Keller School for the Deaf. Could be, it's the

same school mentioned in the above clipping.)

"Seeing with fingers," says caption to a photo in a newspaper showing a blind girl fondling the tresses of Julie Nixon Eisenhower. In a sense, don't we the deaf see with fingers also? Not necessarily Julie's soft tresses, of course.

In Gus Arriola's cartoon, "Gordo," Tehuana Mama asks, "What you want see Doc for, Tub?"

Gordo: Slight deafness in one ear!

Mama: Hmm! With graying hair—come little loss of hear!

Gordo: If I dye it, will it improve my hearing?

(Oh, you've seen this one, too. I try to give you something you might have missed. You do likewise, send me something for this page. I certainly do miss many.)

Mrs. Floyd E. (Gladys) Miller, San Gabriel, Calif., in sending me items for this page, tells about her daughter, Mrs. Gloria Ates Owen, a subject of one of the stories, who now is deputy sheriff of Alameda County, Oakland, Calif. Mrs. Owen's likeness in her officer's garb, for years, has graced a brochure sent out to enlist young women for deputy sheriff, or work in the sheriff's office. Her likeness may even be seen all over Alameda County, in large pictures on buses, or where calculated to bring results. Mrs. Owen has been deputy sheriff 12 years—three years as secretary in the marshal's office. At that time her office was next door to the court rooms, and she was available for interpreter's duty whenever a deaf person was in court—a help for the deaf, the police and the judges to understand each other.

Now for Gloria's story: One day Mrs. Miller was out walking with her daughter Gloria, who at the time was about four years old. They met a woman who stopped and watched them talking on their hands. The woman asked Gloria, "Is your mother deaf and dumb?" Gloria said, "No, my mother is NOT DEEF and DUMB, but she is DEAF though."

Gladys Miller was employed at a brokerage firm in her hometown in Florida for several years. One morning she noticed a young man kept watching her and discovered he was a new employee there. He would take a long look at her every time he passed her and finally he could stand it no longer. He walked over

to her and wrote on a piece of paper, "Gladys, how do you know what you are saying if you cannot hear yourself talk?"

Gladys said, "I have brains, I can think!" After that he was very nice and treated her like everyone else.

A friend of the Floyd Millers told them this incident one day:

The friend came to town to visit old friends, and one day she was standing on a street corner waiting for a bus. The bus was unusually late and she began to worry. She noticed a man wearing sun glasses standing beside her. She got out her pad and pencil and wrote, "Do you know what time the bus will be here?" She held the pad up in front of the man's face but he paid no attention. Just then she noticed a woman on her other side talking to her. She put her hand up to her ear and shook her head and said, "Deaf." The woman pointed at the man, then put both her hands over her eyes and said, "Blind!"

One day I was a sidewalk superintendent (expression meaning a pedestrian who stops to watch construction or demolition of a building, etc.) watching street excavation by huge construction engines for a storm sewer many city blocks long.

I was engrossed, fascinated by a great power scoop gouging up great scoops of earth and dumping it into huge trucks to haul away.

Near me was a man of the crew giving directions by signs to the operator of the digger. I was all eyes also on the man making the signs. I noticed him looking behind me, turning his back, then turning around again and saying something to someone behind me. I turned around to see whom he was addressing. There was a woman, and she gave me a dirty look. I then realized she must have been speaking to me initially, and receiving no answer must have raised her voice, and the construction man must have spoken to her for me, apparently telling her how to get to the other side of the long excavation area.

I've sometimes wondered if I've been spoken to many times from behind, even yelled at, and not responding, been taken for a snob, or worse.

In Parade's "My Favorite Jokes," Dick Capri says: "I bought a Van Gogh. It wasn't exactly a Van Gogh—I bought it from a guy with one ear."

Then the eyes of the blind shall be opened, and the ears of the deaf shall be unstopped.

Then shall the lame man leap as an hart, and the tongue of the dumb sing . . . —Isaiah 35:5, 6

This came from Mrs. Albert D. (Della) Catuna, who said her Albert spotted it in The Iowa State Traveler's "Accidotes":

A rather frugal gentleman was becoming increasingly hard of hearing, but decided a hearing aid was too expensive so

he wrapped an ordinary piece of wire around his ear.

"Do you hear better now with that wire around your ear?" asked a friend.

"Not a bit," came the reply, "but everybody talks louder."

(This calls to mind that a deaf attorney in Chicago, Lowell Myers, did somewhat the same thing for a different reason. He read lips better when people spoke to him normally—not when they mouthed their words. A hearing-aid wire dangled from his ear to a non-existent battery box concealed inside his shirt. People seeing the wire assumed that he could hear. Whether they talked louder is immaterial.)

* * *

All the rest of the stories to follow in this department, were collected and sent in by Harry Belsky, Jackson Heights, N.Y.

* * *

Henry F. Misselwitz, writer and commentator: Over the years I have found it best when starting off a talk to any audience to help the listeners remember that, to many, rather odd name of mine. So frequently, when rising to speak, I congratulate the chairman on "pronouncing my name correctly, more or less," and tell this anecdote: When working as a newspaperman in Tokyo, Japan, some years ago, I attended a Japanese Imperial Garden party, along with other foreign correspondents, diplomats, foreign office officials in Tokyo and so on. One such event included an elderly official who, when we were introduced, asked me to repeat my name, I did, and again he said, "Please, a bit louder in all this confusion at the reception." When I'd done this a couple of times, the old chap finally smiled sadly, cupped a hand behind one ear, and confided, "I'm very sorry, I'm a bit deaf. Do you have a card? It still sounds like you're saying Misselwitz."—Toastmaster's Treasury, Edward L. Friedman

* * *

Denmark—
The summer night was dark and peaceful. Olaf and Greta sat a good distance apart, on the park bench.

Olaf: "May I kiss you?"
A long silence.
Olaf (impatient): "Greta, are you deaf?"

Greta: "Olaf, are you lame?"—Encyclopedia of Humor, Joel Adams

HOW'S THAT AGAIN?

The hard of hearing clothing salesman flourished mainly on Stanton Street. Here's how he operated: A customer was trying on a few suits and every question he asked had to be repeated three times. The salesman cupped his ear, distorted his features, trying desperately to make out what the customer was saying—"What did

you say? Please repeat it! I am very hard of hearing!"

Finally the customer picked a suit he liked and now for that big moment. "How much?" The deaf salesman yelled to the back, "Louis, how much for Number 2734?" And from the back came the voice, very loud so the customer heard it clearly, "Sixty-five dollars," and the deaf salesman with a straight face turned to the customer and said, "Thirty-five dollars," whereupon the customer pulled out thirty-five dollars, grabbed the suit without waiting for it to be boxed, and hustled off with his big bargain, while Louis and the "deaf" salesman went out to Davis' Saloon for a cold beer.—Enjoy, Enjoy, Harry Golden

* * *

I'm de'f in one year, en I can't hear out'n de udder.—Lifted

LOGICAL

"Boy!"
"Mum?"
"Stop that noise! Do you want to deafen us?"

"Yes'm, then you won't mind the noise."
—Said in Fun, P. H. Welch

* * *

I know a girl who's real shook up. She's been talking to this psychiatrist for five years now, and the draft board just made him 4F. Hard of hearing!—The Ad-Liber's Handbook, Robert Orben

FIRM STAND

A little old man was seen every Sunday morning walking to the church of his choice. He was deaf, so he could not hear a word of the sermon, or the music by the choir, or the hymns sung by the congregation.

A scoffer asked, "Why do you spend your Sundays in that church when you can't hear a word?"

He replied, "I want my neighbors to know which side I'm on!"—The Speaker's Handbook of Humor, Maxwell Droke

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HE WAS DEAF

A traveling man after vainly trying to make clear an argument to a fellow passenger finally yelled, somewhat angrily, "Why it is as plain as A, B, C."

"That may be," said the other, "I am D, E, F."—Stung, Bert Davis

SO DID I . . .

Billy Nye and James Whitcomb Riley were riding in a train of a western railroad. A farmer got on at one of the stations. A conductor pointed to the seat in which they were sitting and told the farmer that "Bill" Nye was in the seat. The farmer got up and stepping over to Riley said, taking him for Nye, "I knew your daddy."

Riley understood the old fellow's mistake and told him that the other man was Nye, and also said that he was very deaf. The old man said loudly to Nye, "I knew your daddy."

Nye joining in the joke, said, holding his hand to his ear, "Hey?" The old man repeated still louder, "I knew your daddy."

"Huh," said Nye, apparently hearing for the first time, "So did I."—Stung, Bert Davis.

THE LESSON STOPPED

The teacher was teaching a class in the infant Sabbath school room and was making her pupils finish each sentence to show that they understood her.

"The idol had eyes," the teacher said, "but it could not . . .?"

"See," cried the children.

"It had ears, but it could not . . .?"

"Hear," was the answer.

"It had lips," she said, "but it could not . . .?"

"Speak," once more replied the children.

"It had a nose, but it could not . . .?"

"Wipe it," shouted the children, and the lesson had to stop a moment.—Stung, Bert Davis

SPEAKING HIS LANGUAGE

The old-timer, riding from San Antonio to El Paso, could easily be spotted as a veteran of years on the range. Since he hadn't fastened his seat belt, the stewardess leaned over and said quietly, "Fasten your belt, please."

The old man cupped his hand to his ear and queried, "What say?" She repeated her request in a stronger voice. Again he asked, "What's that again?"

Finally, in desperation, she roared, "Cinch up that belly band, partner." It must have been language he understood, for he grinned and said, "Okay, sis."—The Speaker's Handbook of Humor, Maxwell Droke

HEADQUARTERS

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JULY 8-15, 1972
St. Paul, Minn.

INFORMATION

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LAWRENCE NEWMAN

National Literary Journal of the Deaf

At one time or another who has not felt that the world was too much with us? I did when I received a letter from Douglas Burke. Weary-eyed, I began to transport myself to some far-off lovely isle where I rested my head on the lap of a beauteous maiden who was stroking my hair. You see, Douglas Burke is NAD's Director of Cultural Affairs and in so many nice words he asked me if I would please become editor of a literary journal.

My first reaction was to tell Mr. Burke to get lost. Doesn't he know I have five children, the last one still in the toddler stage? He must think writing this column is a snap. He must . . .

It is a good thing I am not a female. My "no" sounds or appears so weak everybody assumes I have said "yes."

Mr. Burke hit me at a soft spot. A weak man, one of my weaknesses is literature. Oh, how long ago it was when my soul reverberated with Poe's "tinnabulation of the bells . . ." While others were listening to the radio I curled up with "Le Morte D'Arthur" and reveled in the adventures of Sir Gawain and Sir Lancelot du Lac. Sopranos made no sense to me but how, oh, how my soul was stirred by Keats' immortal lines "Never on such a night have lovers met" as he described the Eve of St. Agnes when Madeline slept "an azure-lidded sleep" while her lover, Porphyro,

... from forth the closet brought a heap
Of candied apple, quince, and plum, and gourd;
With jellies soother than the creamy curd,
And lucent syrups, tinct with cinnamon . . .

In the hustle and bustle of making a living and raising a

family the timbrel of my mind had gathered dust and here was Mr. Burke awakening ghosts of the past.

Many questions made fleeting passes through my thoughts. Will there be enough interest? Will the deaf send in their creative output? Or will this brainchild of Mr. Burke join many other worthy endeavors and be pierced on the shards of reality?

As if he had already anticipated my thinking the dynamic and energetic Mr. Burke thanked me for my no-yes reply and went on to mention that the NAD Cultural Program personnel can be counted upon to be of help. The program personnel consists of nine members of the National Cultural Committee and a network of some 100-odd cultural directors situated in states and cities throughout our country. The cultural army is larger than this, however, when one takes into account the fact that almost each of these directors also has a committee of helpers. Proud of his program personnel, Mr. Burke said that they will help see that our deaf writers send in their literary works even if they have to mail the material themselves.

Thomas Gray's lament that

Full many a gem of purest ray serene
The dark unfathom'd caves of ocean bear:
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air . . .

may be an appropriate description of the situation that exists among us deaf people as far as our publication of literary works is concerned.

For the time being or at least until a better name is brought to our attention, the journal we have in mind will be called **The National Literary Journal of the Deaf**. It will be published once a year. The purpose of the Journal will be to publish and thus expose in one body the talents of the deaf. We hope to formulate policies as we emerge from our swaddling clothes but for the present we will try to be flexible. The

Southern California Registry of Interpreters for the Deaf, Inc.
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August 14

AM	Sightseeing
PM 1:00 - 6:00	Registration
3:00 - 5:00	Newsletter Editors' Meeting
6:00	Luau/Workshop Opening

August 15 and 16

AM 8:30 - 1:00	Workshops (2)
PM 2:30 - 4:30	Workshop (1)
7:00 - 10:00	Workshop (1)

August 17

AM 8:30 - 1:00	Business Meeting
PM 2:30 - 3:30	Wrap-Up
5:00 - 6:00	Tour of Queen Mary
6:00 - 7:00	Social
7:00	Banquet and Show of Hands

August 18

Interpreters' Day at Disneyland

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Journal should be able to include sections such as the following:

1. Writings of deaf adults
2. Writings of deaf youngsters
3. Writings of college students
4. Writings about the deaf and deafness
(by deaf or hearing authors)
5. Writings with deaf characters
6. Book reviews, digests, abstracts having
reference to the deaf
7. A section that can be utilized by schools
and colleges for the deaf

The range of literary works can include poetry, short stories, playlets, essays, book reviews. Highly desirable would be original and inventive writings, something that approaches visual poetry, visual plays, visual stories, something that is uniquely our own, that appeals to the eye as well as the intellect. Perhaps someone will capture the essence of total communication.

We hope that the Literary Journal staff will be large enough so that there will be those who will have time to correspond with contributors and to point out improvements that are needed before their works can be published. Goal will

be high quality output but not too high to frighten contributors away.

Mr. Burke suggested an editorial board consisting among others, hopefully, of deaf researchers, editors, writers, teachers, professors. The board could be a study council reviewing policy and output. Perhaps the members of the board will be in a position to identify literary gaps and thus give deaf writers some kind of guidance.

It should not be too difficult to bring out a Literary Journal at least once a year. Our success will depend on the response we get.

If a reader is interested in serving on the staff or on the board please write to me. My address is:

5445 Via San Jacinto
Riverside, California 92506

Send your creative output to the above address. I will be depending a lot on the NAD's National Cultural Committee and cultural directors scattered throughout our country, but mostly I will be depending upon you, the individual contributor.

Now, come and tarry not, all you coy people, all you gems of purest ray serene. Blush not unseen and waste not your sweetness on the desert air.

Letters to the Editor

Dear Editor:

Re: Involvement in Organizations of the Deaf

The deaf do have too many organizations. One's pocketbook does not hold the wherewithal to pay dues to all of them and billfolds do not come equipped with enough card holders to take care of all the membership cards.

Anyone who wishes to join all the organizations soon finds his cash replaced with membership cards. I would like to see a merger of quite a few organizations with the National Association of the Deaf.

Edna H. Baynes

Talladega, Ala.

* * *

Dear Editor:

Re: Involvement in Organizations of the Deaf

Glad you brought it up in the February

issue, and sorry to say that's on the wane. Reasons aplenty!

1. Too many back scratchers at all levels.
2. Misunderstanding of the give-take syndrome.
3. Thievery of credit wherever due.
4. Selfish domineering.
5. Abuse of the Golden Rule.
6. B..... pride strongly evinced.
7. (You name 'em.)

Diogenes

De'avan, Wis.

Letters to the Editor must be signed although a pseudonym may be used.

* * *

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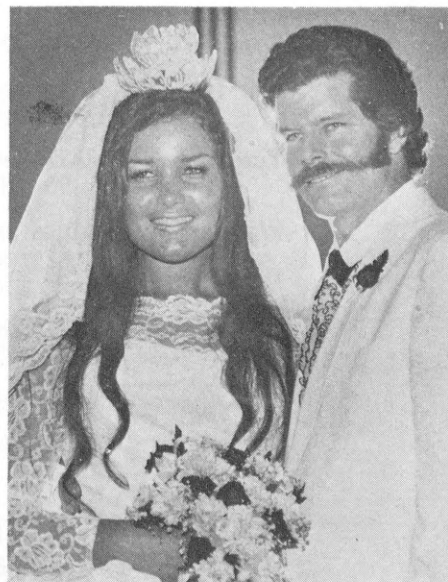
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BROWN-TOOZER—Gregory W. Brown and Sherry L. Toozer exchanged nuptial vows on February 19, 1972, at Community Reformed Church in Buena Park, Calif. Both are graduates of the California School for the Deaf, Riverside. Gregory starred in football and baseball at CSRD and won two letters in wrestling at Riverside City College, from which he received an associate in arts degree in engineering. He was on the USA wrestling squad at the 1965 International Games of the Deaf and also participated in the 1969 World Games of the Deaf in Yugoslavia. Sherry is a talented artist who has won many honors for her oil paintings, water colors and colored chalk drawings. She aspires to a career as a fashion designer. The Browns both work for Hughes Aircraft Co., he as a senior engineering draftsman in Canoga Park and she in the lithographic department in Culver City, where they are residing.



THE FLORIDA ASSOCIATION OF THE DEAF

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THE NATIONAL ASSOCIATION OF THE DEAF

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PROGRAM

- Sunday:** Captioned Film; One-Act Play Tournament
- Monday:** NAD Sessions; Rap Sessions and Cultural Program Directors Workshop 2:00 p.m.; Reception; Dance - Song - Humor Tournament
- Tuesday:** NAD Sessions; NAD Race at Calder Track (post time to be announced) \$4.50 admission and bus—seats at Calder Track will be reserved.
- Wednesday:** Cruise and Bus Tour (combined) \$9.90. Golf Tournament, \$3.50 Entry Fee plus greens fee
Luau and Polynesian Floor Show (On Combination Ticket)
- Thursday:** NAD Sessions; Parrot Jungle, \$5.50 (admission and bus); Cultural Program Night; Golden Naddy Awards; Crowning of Miss Deaf America
- Friday:** NAD Sessions; Banquet (FREE Cocktail Hour Preceding); Gallaudet Dancers
- Saturday:** NAD Sessions (if necessary); Grand Ball; Floor Show

PRICE LIST

Registration	\$ 2.00
Program Book	1.50
Reception	2.00
Luau	10.00
Cultural Program	4.00
Banquet	15.00
Grand Ball	7.50
Total	\$42.00
Combination Ticket	\$35.00

OPTIONAL EVENTS

The following ARE NOT included on Combination Ticket:

Tuesday: NAD Race at Calder Track
(post time to be announced)
Seats at race will be reserved; free program books
\$4.50 admission and bus
Night club tour

Wednesday: Cruise and Bus Tour (combined)
\$9.90
Golf Tournament
\$3.50 entry fee plus greens fee

Thursday: Parrot Jungle
\$5.50 admission and bus

Tuesday (will be announced)
or Lion Country Safari
Saturday: \$7.50 bus, admission and tour

NOTE: Captioned Films offered on other evenings in addition to Sunday.

To sign up for and receive additional information on the Golf Tournament

(Wednesday) contact:

Abe Goodstein
1000 N.E. 14th Avenue
Hallandale, Florida 33009

IMPORTANT NOTICE: You must be a member of the National Association of the Deaf, or a state organization cooperating with the NAD. Bring proof of your up-to-date membership to the registration desk and **AVOID DELAYS.**

WILLIS J. MANN

National Association of the Deaf
814 Thayer Avenue, Silver Spring, Md. 20910

Please send me a pre-registration and hotel reservation application.

Name -----

Address -----

City ----- State ----- Zip -----

An Open Letter: Total Communication

By LEO DICKER, Ed.D., Director

Program for the Education of the Deaf, The University of Wisconsin-Milwaukee

All too often in education some of the most notable ideas and innovations fail when implemented because we, as teachers, take from a concept those aspects which support our present behavior and disregard those aspects which require us to evaluate our behavior and to make changes if necessary. I am specifically referring to our actions as we attempt to implement classroom procedures which reflect a philosophy of total communication. I am not concerned that the concept of total communication is philosophically sound, but what is disturbing is that some teachers are using what they call "total communication" merely to support any beliefs they hold with respect to modes of communication. Furthermore, though teachers are willing to embrace the concept of total communication, little has been done to bring about the behavioral changes necessary to implement this philosophy.

Unfortunately, proponents of "manual" or "oral" modes of communication continue to capitalize on their own strengths, but do very little to improve skills in their areas of weakness.

If students fail to show improvement in classrooms where a pseudo-total communication atmosphere prevails, it will not be the teachers who are faulted; rather it will be the concept. This is the real danger of establishing classrooms with teachers who say they subscribe to a philosophy of total communication, but who have not been required to develop the skills and competencies to put it into practice.

A philosophical commitment of total communication is not a license to do what comes naturally. It should engender a willingness by teachers, whether of "manual" or "oral" persuasion in the past, to develop new skills and to improve upon their present skills in all areas of communication.

Let me dispel some popular notions. Total communication is **not a method**; it is a term used to describe a way of thinking. It is a **philosophical concept**; it **cannot be defined purely in methodological terms**. The fact that a classroom is labeled a "total communication classroom" does not in any way guarantee that it is a model which should be emulated. Total communication is **not a product** which once purchased and used according to directions will end all problems. Skills necessary to practice total communication are not developed as a result of attending **one workshop**.

The real importance of the concept of total communication lies in the realization that each child is different and that one formula is not tolerable as a means of curing all the communication problems that surround a teacher in his classroom. The acceptance of this concept and then personally doing whatever is necessary to demonstrate that a classroom free-

ly embraces a philosophical commitment of total communication is a difficult task. It will not be easy for teachers whether skilled in "manual" communication, "oral" communication or both. If a commitment to the meeting of individual needs is made, as it must be if one accepts the concept of total communication, then teachers must develop skills in handling every existing communication tool available to them.

I am concerned because I see ambivalent attitudes among some teachers of the deaf. Parents, both hearing and deaf, are beginning to ask that teachers be made accountable for the things they do within the classroom. Questions will be asked such as, "My child has normal intelligence and he should be making more progress. Why not?" Can we afford to say a child has made a minimal amount of progress because we, as teachers, have failed to develop fully our skills. Every teacher should be held accountable for his professional development. Education is a never ending process and those teachers who feel they have nothing to learn or to improve upon probably need to be held to a higher degree of accountability than those who recognize weaknesses and attempt to do something about them.

As children in regular classrooms progress academically at more rapid rates because of improved modes of teaching, teachers of the deaf cannot afford to sit back and permit deaf children to fall farther behind their hearing counterparts. If we sit, how long will parents of deaf children accept this obvious lack of professional concern? I certainly hope not too long.

As classrooms become a locus for individualized instruction, can teachers of the deaf afford to say, "Sorry, your child is not progressing orally; transfer him to another classroom." If this is the answer we had better be prepared to defend ourselves in court against charges that we are incompetent and not prepared to teach deaf children who have varying needs. After all, we are in the classroom because of children; the children are not there for our sake.

I firmly believe that teaching is a profession, and most important that a teach-

er must be as dedicated to saving lives as is the medical doctor. I mean that a teacher must have a real desire to become as professionally skilled with the tools of his trade as is the surgeon with his instruments.

Do we ever stop to calculate the waking hours a child is entrusted to our care per year? It comes to about 1,200 hours or about one-fourth of his waking time. This is a large amount of time to be responsible for someone's life.

The period when teachers of the deaf could be "prima donnas" will soon come to an end as the market for teachers of the deaf begins to fill. The competition for available jobs will soon give an advantage to the professional prepared to recognize and cope with the individual differences of children within his classroom.

The movement of teacher preparation programs toward developing skills in students which enable them to individualize instruction will also begin to influence the direction of our professional field. One has only to note the money poured into Regional Media Centers, charged with the responsibility of developing vehicles for individualizing instruction to see this becoming a reality.

It will no longer be enough for a teacher of the deaf to be either a "manualist" or "oralist." It will be essential that a teacher of the deaf be an **individualist**. That is, teachers must be prepared and willing to meet **individual** needs. It means also that they must be prepared and willing to use one or many communication modes to the best of their ability in order to be able to meet individual needs. This, I believe, is the essence of a philosophy of total communication. Are we as teachers prepared to meet the challenge of tomorrow?

Announcements of Candidates

For NAD Offices

31st Biennial Convention—Miami Beach

FOR PRESIDENT

Robert O. Lankenau, Akron, Ohio

Don G. Pettingill, Seabrook, Maryland

FOR PRESIDENT-ELECT

Jess M. Smith, Indianapolis, Indiana

FOR BOARD MEMBER, DIVISION III

Walter A. Brown, Jr.,

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NATIONAL ASSOCIATION of the DEAF

Robert O. Lankenau, President

George Propp, Secretary-Treasurer

Frederick C. Schreiber, Executive Secy.



N.A.D.

President's Message

With our convention rapidly approaching it seems proper that I use this column to bring to your attention a couple of items that will serve to refresh our memories.

First of all, I would like to point out that we adopted a new award at our Minnesota Convention which is called the "Robert M. Greenmum Award" in honor of our late distinguished leader, to be given biennially to a person who has provided helping services to his fellow deaf people primarily on a voluntary basis. Nominations are to be made to the Board. Selection will be by the Board at its last meeting before a convention. A plaque will be given to the recipient. This means that your Board is depending on all of you to get your selections in for consideration for without them we can not do anything. We must have our member's selections to discuss, not the Board's. Won't you please get busy and send yours in NOW? Send them to me for the proper procedure in evaluation. You may also send in your reasons for your selections.

Next I would like to explain how "bills" are submitted at our conventions. It seems that Representatives tend to forget because of the time element between our conventions and many are new ones who have not experienced the procedure before. Hence, I will attempt to give a step by step description of how to get your "bills" in for discussion and vote.

The Home Office will be responsible to prepare the appropriate forms which will contain the date, bill number, source, wording, by whom introduced, amendments if any, whether it carried or failed, referred to what committee, was it tabled, voted upon, and any other pertinent data needed. Each bill submitted will be prepared in quadruplicate (four copies) which is easily done by using special duplicating paper. Preferably, the bill should be typed but if it is prepared by pen it should be legible and easy to read.

The President will designate a time for giving out blank copies to those who desire to submit bills and then will set aside a time for receiving the prepared bills and referring them to the proper committees for discussion and action. The bills will be numbered in sequence as they are received and each form should contain no more than one bill.

Bills can be submitted up to the fifth session which is Thursday noon. No more bills will be accepted after that because they would not have the proper consideration by a committee. It is suggested that everyone try to get bills in by the fourth session for maximum consideration. Your President will then read and assign all remaining bills at the sixth session. He will not accept new ones.

After a bill has been assigned to the proper committee, the person who submitted said bill must follow it up himself and ask each committee chairman when and where the committee will meet so that the sponsor can attend and present his or her reasons for favoring such a bill.

A committee can accept or reject a bill assigned to it or even decide that it belongs in the hands of another committee.

In case of rejection, a sponsor of a bill can appeal to the Council of Representatives to bring it to the floor over the rejection by a committee. The Council has the final say.

A bill accepted by a committee automatically means it has been seconded and can be discussed and voted upon at the appropriate time.

In case a bill contains several items to be voted upon, the items will be numbered so that in discussion a specific item could be referred to as "Item 2, Bill 6," etc.

In conclusion, it must be made clear that action by the General Assembly is not binding, and the Council of Representatives, directly or indirectly, must approve all General Assembly action.

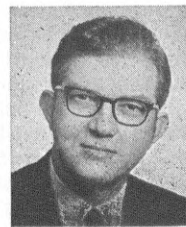
It is sincerely hoped that this will serve as a guideline for those attending the convention and if you have any questions may I suggest you direct them to our Law Committee Chairman, Mr. Gordon L. Allen, 2223 19th Ave., N.E., Minneapolis, Minnesota 55418. Or call him by TTY.—Lanky.

31st Biennial Convention

NATIONAL ASSOCIATION OF THE DEAF

HOTEL DEAUVILLE MIAMI BEACH, FLORIDA

July 2-9, 1972



HOME OFFICE NOTES

By Frederick C. Schreiber

AS THIS IS BEING WRITTEN, the Executive Secretary is getting ready to go to Europe, to Rome in particular, in connection with an SRS project for the United Nations, as well as the meeting of the Bureau of the World Federation of the Deaf, at which time we shall present the flag that was shown in the January issue of THE DEAF AMERICAN to the World Federation and ask that it be accepted as the official flag of this international organization. It seems a hectic time to be leaving the country, but our responsibilities in connection with the 1975 World Congress, and the mandate provided at previous conventions that indicates a responsibility for aiding deaf people in other parts of the world makes this necessary.

WHILE THE EXECUTIVE SECRETARY is abroad, we shall be getting ready for our official "Open House" which has been scheduled for April 9-10. At that time we hope to be demonstrating not only the new building but also some of the projects with which we have been engaged for the past few months. Among these will be a demonstration of the Sachs Videophone, a device which may eventually replace the TTY. The NAD has been cooperating with the development of this instrument and it offers exciting possibilities for the future. Its chief feature is its portability and versatility which offers great potential as a teaching tool as well as a telephone device. In the same interval, we shall be going into production on Louie J. Fant's new language of signs book, AMESLAN, which will be offered as a basic text in American Sign Language as contrasted with the current availability of books that are more or less concerned with signing, but not the language of signs. In addition to this, we are perhaps jumping the gun in announcing that in a few months there will appear on the market a biography of NAD member Bernard Bragg, written by Helen Powers,

and published by a major publishing house, Dodd, Mead & Co. The NAD has been asked to review the book and to assist with publication of it. And this as yet untitled book, along with Joanne Greenberg's *IN THIS SIGN*, and Frances Parsons' *SOUND OF THE STARS* will add substantially to the general public's understanding of deafness. In itself a major contribution to the welfare of deaf people everywhere.

WE ARE IN RECEIPT of the finished model of Halex House which was prepared for us by the architectural students at the National Technical Institute for the Deaf. It was first shown in Memphis at the COSD Forum. But we expect that wherever there is a meeting of any size, there will be Halex House. The Iowa Association of the Deaf has the distinction of being the first state association to reserve the model for its convention. As we noted in the last issue, reservations are on a first come, first served basis, so that any organization desiring to display the model at its meetings should get its reservation in as quickly as possible.

ONE OF THE LATEST ADDITIONS to our office space is the paneled reception room which comes to us through the generosity of Tom Cuscaden, Roger Scott, Ted Hagemeyer and Gary Clark. These four men not only remodeled the space, constructing new walls to our specifications, but Tom and Roger also donated the paneling so we now have about the fanciest reception room in the city. We also have for evaluation purposes a Model 18-12 Itek platemaker. If this proves to be satisfactory for our needs, we will expand our capabilities for reprints a hundredfold, and with the addition of our collators, will need only composing equipment to have a fully equipped small print shop which we hope will lead to still greater things.

SPEAKING OF GREATER THINGS, one of our other goals is starting to come into focus. That is our library on deafness which we hope will someday be the major source of reference material on deafness to be had anywhere in the country. To this aim, we have added Mrs. Edith Kleberg to our staff as our file clerk/librarian. Mrs. Kleberg has considerable experience both in filing and library science and as such is an ideal addition to our staff. Which reminds us that the readers will be interested in knowing that the stork hit us pretty hard in recent months. New additions were added to the Willis Mann family in the form of Erik Robert on January 13; the Marcus Delks contributed with Marcy Roxanne; Peggy Smith added another little Smith to the crowd with the birth of Christine Elaine, and by the time this is printed, Terry Swegel will have added 10-month-old Michael Anthony to her family as well.

So it looks like we are not only one big happy family, but a fast growing one at that. We also have added to our staff Gary Roberts, a recent graduate of Gallaudet College and now a student at the University of Maryland. Gary is doing his internship at the NAD office, and we have 10 Model Secondary School students on the staff as well as part of the MSSD's off-campus program. Our MSSD students are: Danny Piccarillo, Maureen Ewing, Pam Childs, Corrie Green, Bill Barber, Greg Proctor, Reggie Boyd, Charles Logan, Toby Silver and Michell Schuster. Each works one day a week in teams of two, gathering work skills and experience in the world of work. They are also getting a first-hand knowledge of what the NAD does for deaf people, so that we expect that when their stint at the

office is up they will be able to take the message to the younger generation.

MIAMI BEACH HERE WE COME! Are you ready for the big event? By now most of the NAD Advancing Members and state officers will have received reservation cards and information about the Deauville, headquarters hotel for the 1972 NAD Convention, and detailed information on what goodies we have lined up for convention goers for this return to Florida, one decade after the NAD revolution began. The addition of such attractions as Freeport, in the Bahamas for a three-day, two-night visit that includes transportation, hotel room, two breakfasts, and two dinners, a night club tour and free greens fees for golfers, plus the advantages of tax-free shopping for only \$47.62, or thereabouts, is an irresistible attraction.

But if you are a hard bargainer, don't forget Disney World also. We have made arrangements to secure discount coupons which will get our members into Disney World at roughly half-price. We have also arranged for a limited number of motel rooms nearby so that our members can have a real ball if they get their reservations in on time. While it is too early to require deposits on anything, it is probable that deposits will be required for Disney World because of the limited number of rooms available and because we will probably need a bus to take us from Miami to Orlando and from the motel to Disney World each day. Of course, if nobody is interested, we will be able to forget the whole thing. But if you are interested, the time is now to let us know so we can make sure that you will have the time of your lives. One other feature that would be of interest mainly to easterners is the availability of Auto-Train transportation from Lorton, Va., to Sanford, Fla. The Auto-Train provides transportation for your car and as many passengers as you have seats in the car for \$190 for the first four people and \$15 each for each additional passenger. The only thing is that the number of passengers is limited by the number of seats in your car. Thus if you have a nine-passenger station wagon you could have nine people at a cost of \$265 for the whole load including the car. Once on the train, there are coaches for the passengers. You do not ride in the car, and the coaches will offer a free buffet supper, a cocktail lounge, movies, reclining seats, so you can catnap on the way. Then in Florida you would have your car and thus be free to drive to Disney World or any other place in the state that might be of interest. Just imagine that, transportation to Florida from Washington for a little less than \$30 per person, including a buffet supper. Of course, if you have only a six-passenger car, the cost per person will be higher, but still a real bargain. For six people, the cost per person would come to about \$37 per person, that's all. For further information contact the Home Office and do it quickly because once the train is full, you will be out of luck. You need to include the make of car and license number, and the fare must be paid about 30 days before you leave. Remember, other people will be going to Florida, too, so the sooner you act the better your chances are. We also hope that we will have some major political speakers on the convention program this summer, at least one top-ranking Democrat and one Republican, so you will have a chance to let both parties know about the deaf community and its needs and desires. SEE YOU IN MIAMI BEACH THEN!

Maryland Association Of The Deaf Endorses Total Communication

At its most recent convention, the Maryland Association of the Deaf adopted the following resolution:

Total Communication

WHEREAS current and objective research and study across the recent decade conducted by experienced and knowledgeable scholars from the fields of psycholinguistics, education, psychology and language pathology continues to attest to the effectiveness of multiple or total communication as an educational approach for deaf children and

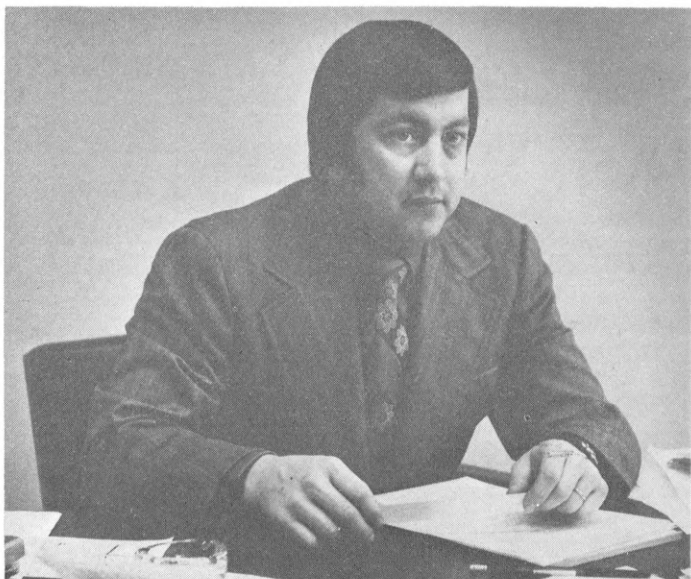
of hearing impairment as a communication handicap requires as an enlightened and humane approach the full utilization of all visual media, including sign language, fingerspelling, and lipreading for verbal and conceptual reception, and

WHEREAS the superintendent and faculty of the Maryland School for the Deaf at Frederick, Maryland, are sustaining their pacesetter role as pioneering advocates of such a modern and humanistic acceptance of total communication as a requisite to successful teaching of deaf children, be it therefore

RESOLVED that the Maryland Association of the Deaf in convention assembled

extends its overwhelming endorsement and support to the total communication program at the Maryland School for the Deaf and urge all other city, county and state programs to take note and give careful study and consideration toward implementation of such a methodological philosophy, and be it further

RESOLVED that copies of this resolution be transmitted to the Maryland State Board of Education, all county superintendents, special education supervisors, Board of Visitors of the Maryland School for the Deaf, Maryland Congressional delegation, THE DEAF AMERICAN, coordinators of teacher training programs and Superintendent David M. Denton.



Willis J. Mann

Willis Mann Named Principal Investigator For World Federation of the Deaf Project

Willis J. Mann, Staff Assistant of the National Association of the Deaf, has been appointed Principal Investigator for the Association's newest project, "Utilization of International Research through the World Congress of the World Federation of the Deaf." The appointment was announced recently by Frederick C. Schreiber, Executive Secretary of the National Association of the Deaf.

A native of Duluth, Minn., Mr. Mann is a graduate of Duluth's Denfeld High School. He earned a bachelor of arts degree from Gallaudet College, and a master of education degree from the University of Maryland.

Prior to becoming Staff Assistant to the Executive Secretary, Mr. Mann was a research assistant to the NAD's National Census of the Deaf.

The VIIth World Congress of the World Federation of the Deaf was awarded to the United States at the WFD's 1971 meeting in Paris after spirited competition with Israel. The Congress, which is composed of nine separate commissions—audiological, pedagogic, social, sports, art and culture, rehabilitation, aid to developing countries, psychological and sign language—generally attracts the most qualified persons in the world to its deliberations. The meeting of the VIIth Congress will mark the first time the World Federation will have met in the United States.

Scheduled for July 31-August 8, 1975, the World Congress will have headquarters at the Washington Hilton Hotel, which will provide another first in the sense that this will be the first time that the participants will be housed in the same facility in which the meetings will be held.

Mr. Mann will be responsible for coordinating the efforts of the nine commissions, the Congress as a whole and the arrangements for the World Federation. He will work under the direction of Mr. Schreiber, who has been designated as Project Director, and will be assisted by an "advisory board," the members of which will also serve as national chairmen for the commissions.

Members of the advisory board with their specific responsibilities in parentheses: Dr. L. Deno Reed, Executive Secretary, Sensory Studies Section (Rehabilitation Services Administration) and Chairman of the Advisory Board (Art and Culture); Dr. Boyce R. Williams, Chief, Communications Disorders Branch (Vocational Rehabilitation); Dr. Edward C. Merrill, President of Gallaudet College (Pedagogic); Dr. McCay Vernon, Chairman of the Department of Psychology at Western Maryland College (Psychological); Mr. Edward C. Carney, Executive Director of Council of Organizations Serving the Deaf (Language of Signs); Mr. Jerald M. Jordan, President of American Athletic Association of the Deaf (Sports); Dr. Martin McCavitt, Chief of Division of International Activities (Commission on Aid to Developing Countries); Dr. Luther Robinson, Acting Superintendent of Saint Elizabeth's Hospital (Medical/Audiological); Dr. Jerome D. Schein, Director of Deafness Research and Training Center (Social); and Mrs. Dora Lee Haynes, Executive Director of Quota International, Inc.

Mr. Mann is married to the former Jacqueline Nellessen of Lower Lake, Calif., and they have one son.

Pledges To Home Office Building Fund

\$1,000.00

Mr. and Mrs. Frederick C. Schreiber

\$500 and over

Rev. E. F. Broberg
Robert DeVenny
Kenneth Morganfield
Mr. and Mrs. Jess M. Smith

\$300 and over

Mr. and Mrs. Albert Lisnay
Linda L. Raymond

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Mrs. Marjorie Clere
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\$100 and over

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G. C. Scheler, Jr.
Alice R. Wood

\$50 and over

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Mrs. Janet Barber
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Mrs. Sophie Easton
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Patricia Ann Kitchen
Medford W. Magill
Ronald L. Miller
Clarice M. Petrick
Mrs. Janet Richard
Mrs. Arthur L. Smith
Syracuse Guild of the Deaf

National Association of the Deaf New Members

Mr. and Mrs. Heimo I. Antila	Maryland
Mr. and Mrs. George Babinetz	Maryland
Marjorie E. Boggs	Maryland
Janet Bonar	Texas
William Booth	D. C.
Carol M. Dodge	Alaska
Dr. Peter Fine	New Jersey
Mr. and Mrs. Winston Fitzgerald	Virginia
Shirley Glassman	Pennsylvania
Louise Helfon	Texas
Edmond K. Holland	Maryland
Marcia Hair	Illinois
Mr. and Mrs. John E. Hook	Maryland
Mrs. Carol Jay	Pennsylvania
J. W. Killough	D. C.
Mr. and Mrs. Marcellus Kleberg	Maryland
Mr. and Mrs. W. Landes	Virginia
Darrell Matthews	Kansas
Alice McMullen	Illinois
Rev. Patrick McCahill	New York
Karen Means	Colorado
Philip Moos	New Jersey
Mr. and Mrs. Thomas S. Reston	Connecticut
Mr. and Mrs. Cleo F. Shawn	Virginia
Mr. and Mrs. Frank W. Swafford	Virginia
Verna Welsh	Florida

31st Biennial Convention

National Association of the Deaf
Miami Beach, Fla., July 2-9, 1972

See full-page ad on page 12 of
this issue.

Contributions To Building Fund (Halex House)

Mr. and Mrs. Gerald Adler	\$ 100.00	James M. Ellinger	28.70	Rev. Patrick McCahill	10.00
Akron Auxiliary Div. No. 154, NFSD	100.00	Emerald Valley Club of the Deaf, Eugene, Oregon	28.70	Rev. T. J. McCaffrey	28.70
Jack Albertson	500.00	Empire State Association of the Deaf	58.00	Mr. and Mrs. Rozelle McCall	10.00
Cheryl Alessi	5.00	Episcopal Conference of the Deaf	250.00	Mr. and Mrs. Wm. E. McClure	10.00
Mr. and Mrs. Gordon L. Allen	100.00	Anita Ettfinger	100.00	Mr. and Mrs. Eugene McDowell	5.00
Mr. and Mrs. Jack Allen	50.00	Anita Ettfinger (In memory of Lawrence Yolles)	25.00	Mr. and Mrs. M. E. McGlamery	5.00
Frances Alm	100.00	Mrs. Samuel Ettfinger	100.00	J. Charlie and Sharon McKinney	28.70
Dale R. Anderson	28.70	Eugene, Oregon Association of the Deaf	28.70	Betty and Richard McKown	28.70
Mr. and Mrs. Victor Anderson	50.00	Mr. and Mrs. Robert P. Everhart	57.40	Bernard A. McNamara	28.70
Anonymous	20.00	Lucille Fendel	28.70	Mrs. Celia McNeilly (in Memory of Charles McNeilly, Jr.)	10.00
Mr. and Mrs. Hermo Antila	30.00	Dr. Peter Fine	25.00	Benjamin Mendel	100.00
Mr. and Mrs. Aurelio Anzivino	10.00	Rev. Robert C. Fletcher	25.00	Mr. and Mrs. Harmon Menkis	15.00
Marc Anzivino	5.00	Mr. and Mrs. Winston Fitzgerald	2.00	Metropolitan Washington Association of the Deaf, Inc.	43.00
Arkansas Association of the Deaf	100.00	Margaret H. Floyd	28.00	Richard J. Meyer	50.00
Arizona Chapter Jr. NAD	25.00	Agnes Foret	100.00	Ronald L. Miller	12.00
Harold Arntzen	28.70	Mrs. Fern M. Foltz	57.40	Vivian J. Miller	50.00
Mr. and Mrs. Leon Auerbach	65.00	Mr. and Mrs. Max Friedman	28.70	Mr. and Mrs. Charles Wm. Miller	10.00
Austin Club of the Deaf	57.40	Robert Frisina	28.70	Mr. and Mrs. Ralph Miller	10.00
Austin Div. No. 156, NFSD	57.40	Clinton M. Fry	2.00	Craig Mills	100.00
Austin Texas Chapter Gallaudet College Alumni Association	57.40	Gallaudet College Alumni Association	100.00	Minnesota School for the Deaf Jr. NAD	25.00
Mr. and Mrs. Joseph Balasa	25.00	John and Betty Galvan	15.00	Jr. NAD, Mississippi School	26.60
Raymond Baker	30.00	Mrs. Viola Gaston	68.70	Mississippi Association of the Deaf	10.00
Carl Barber	25.00	Mr. and Mrs. Mervin D. Garretson	106.50	Montgomery County Association for Language Handicapped Children	5.00
Albert G. Barnabei	10.00	Mr. and Mrs. Augustine Gentile	35.00	Mrs. William Moehle	25.00
Baton Rouge Div. No. 28, NFSD	28.70	Mr. and Mrs. Emanuel Golden	28.70	Jerome R. Moers	10.00
Jane Beale	28.70	Mr. and Mrs. Harvey Goodstein	28.70	Mr. and Mrs. Kendall Moore	5.00
Martin Belsky	20.00	Mr. and Mrs. H. L. Goodwin	28.70	Kenneth Morganfield	114.80
Harriet D. Bello	28.70	Joanne Greenberg	10.00	Eva and Jules Moss, in honor of their parents, Mr. and Mrs. Saul Moss, on their 27th anniversary	28.70
Rev. Otto Berg	40.00	McCay Vernon and Joanne Greenberg	90.00	Donald S. Mowl	5.00
Mr. and Mrs. Willis Berke	28.70	Seymour M. Gross	100.00	MSSD, Chapter of the Jr. NAD	28.70
Stanley K. Bigman	200.00	Mr. and Mrs. Ted Hagemeyer	25.00	Mr. and Mrs. David Mudgett	100.00
Mr. and Mrs. Charles D. Billings	25.00	Ernest Hairston	20.00	Carl J. Munz	10.00
Birmingham Div. No. 73, NFSD	28.70	John W. Hammersmith	50.00	Anna Mina Munz	28.70
Kenneth Blackhurst	28.70	James Hampton	5.00	Madeline Musmanno	5.00
Mr. and Mrs. Samuel A. Block	1,000.00	Samuel H. Harmon	14.35	Cathy Muzik	1.00
Mr. and Mrs. Edgar Bloom, Jr.	28.70	Mr. and Mrs. Edwin M. Hazel	100.00	Nashville Chapter, Tennessee Association of the Deaf	100.00
Charles C. Bluett	20.00	Hebrew Association of the Deaf, Inc.	50.00	National Fraternal Society of the Deaf	250.00
Edmund Boatner	10.00	Mrs. Georgie Holden Heath	5.00	Ralph F. Neesam	28.70
June Boyajian	28.70	Mrs. Julia Heley	57.40	Mr. and Mrs. John W. Nesgood	100.00
Lenore Bible (In memory of Mr. and Mrs. Bird Craven)	100.00	Leonard Heller	5.00	NFSD, Jacksonville, Ill. Div. No. 88	28.70
The Bridgettes	28.70	Ausma L. Herbold	54.80	NFSD, Sioux Falls Div. No. 74	57.40
(Lois Burr, Pat Duley, Helen Neill, Marjorie Norwood, Jo Ann Pelarski, Ruth Peterson, Rosalyn Gannon, Astrid Goodstein, Alice Hagemeyer, Joyce Leitch, Kay Rose, Roslyn Rosen, Agnes Sutcliffe)	25.00	Christine Hiller	50.00	NFSD, St. Paul-Minneapolis Div. No. 137	100.00
Richard Brill	25.00	William Hinkley	28.70	NFSD, Washington Auxiliary Div. No. 151	25.00
Carl D. Brininstool	28.70	Mr. and Mrs. Herman von Hippel	10.00	Edwin W. Nies (In memory of Dr. Tom L. Anderson)	28.70
Rev. E. F. Broberg	100.00	Mr. and Mrs. Roy Holcomb	20.00	New Jersey Association of the Deaf, Inc.	40.00
Lee Brody	100.00	Mr. and Mrs. Hugo O. Holcombe	57.40	North Carolina Association of the Deaf	60.00
Mrs. J. Dewey Brown	5.00	Arthur Holley	50.00	Arthur Norris	10.00
Dr. and Mrs. Byron Burnes	114.80	Lola and Robert Horgen	60.00	Mrs. Doris E. Norton	10.00
Dr. and Mrs. Byron Burnes (In memory of Freida Meagher)	28.70	Karen Holte	28.70	Ohio Association of the Deaf, Cleveland Chapter	100.00
Mr. and Mrs. Joseph Burnett	30.00	Mr. and Mrs. Homer O. Humphrey	57.40	Daisy D'Onofrio	30.00
Mr. and Mrs. Gerald Burstein	10.00	Home Office Staff	2.70	Omaha Div. No. 32, NFSD	25.00
Mr. and Mrs. David Burton	45.00	Mr. and Mrs. Frank Hutchinson	25.00	Oregon Div. No. 133, NFSD Auxiliary	50.00
Gwendel Butler	100.00	John and Edna Houser	100.00	Orlando Club of the Deaf	25.00
Capital District Civic Association of the Deaf	57.40	Kenneth Huff	28.70	Elizabeth Osborne	105.00
Herman S. Cahen	1,001.97	Indiana Parents-Teachers-Counselors Organization	28.70	Mrs. Thomas Osborne	150.00
George A. Calder	10.00	L. T. Irvin, Sr.	28.70	The Palmetto Club of the Deaf	50.00
Mr. and Mrs. Edward C. Cale	50.00	Leo M. Jacobs	30.00	Frances M. Parsons	25.00
Simon J. Carmel	28.70	Mr. and Mrs. James K. Jaeke	15.00	Mr. and Mrs. Walter M. Pease	114.80
Mr. and Mrs. E. C. Carney	100.33	Joyce Keith Jeter	25.00	B. Morris Pedersen	5.00
Mr. and Mrs. Richard Caswell, Mr. and Mrs. Ronald Duley, Mr. and Mrs. Donald Leitch and Mr. and Mrs. Gerald Pelarski	16.00	Marian A. Johnson	28.70	Pennsylvania Society for the Advancement of the Deaf	250.00
J. L. Casterline, Jr.	28.70	Maybelle Johnson	10.00	David Peterson	100.00
Charlotte Chapter No. 2, NCAD	25.00	Mildred M. Johnson	30.00	Donald O. Peterson	10.00
L. Stephen Cherry	100.00	Vilas M. Johnson, Jr.	25.00	Clarice M. Petrick	10.00
Mr. and Mrs. Gary Clark	57.40	Johnstown Div. No. 85, NFSD	10.00	Alpha Chapter of Phi Kappa Zeta	28.70
Marjorie Clere	40.00	Barbara Kannapell	25.00	Dr. and Mrs. Richard M. Phillips	30.20
Cleveland Div. No. 21, NFSD	30.00	Paul J. Kasatchkoff	1.00	Albert Pimentel	20.50
Mrs. G. Dewey Coats	50.00	Lee Katz	28.70	Daniel H. Pokorny	25.00
Colorado Association of the Deaf	30.00	Mr. and Mrs. Harvey Katz	30.00	Joseph Pollack	10.00
Anna Coffman	10.00	Mr. and Mrs. John J. Kaufman	30.00	Mr. and Mrs. John Popovich	7.00
Mr. and Mrs. Francis Colburn	28.70	Mr. and Mrs. George Keadle	15.00	Bert E. Poss	28.70
Mrs. John Conn	28.70	John J. Keesham	28.70	Mr. and Mrs. Maurice Potter	28.70
Mr. and Mrs. Charles Core	50.00	Mrs. Peter Kensicki	10.00	Mr. and Mrs. Noble Powers	35.00
Mr. and Mrs. Alan B. Crammatte	100.00	Joe Kerschbaum	5.00	C. L. Prestien	25.00
Richard Crow	10.00	Patricia Ann Kitchen	5.00	Pri-Mont Club	28.70
Mrs. Milton Cunningham	10.00	Edward L. Kivett	6.00	Hortense Auerbach, Dorothy Caswell, Donna Cusaden, Jackie Drake, Carol Dorsey, Carol Garretson, Meda Hutchinson, Shirley Jordan, Agnes Padden, Ruth Phillip, Pauline Scott, Babs Stevens, Alyce Stiffer, Bernice Turk	25.00
Marjorie Culbertson	28.70	Martin F. Klein	10.00	Mr. and Mrs. Louis Pucci	25.00
Mr. and Mrs. Thomas Cusaden	54.10	Alvin A. Klugman	25.00	Puget Sound Association	114.80
Earl Dahlberg	10.00	Art Kruger	28.70	William C. Purdy, Jr.	5.00
Danville Auxiliary Div. No. 130 NFSD	25.00	Mr. and Mrs. Marvin Kuhlman	114.80	Quota Club of Montgomery County	10.00
Danville NFSD Div. No. 125	25.00	Gertrude N. Kutzleb	10.00	Mrs. Edward J. Rahe	20.00
Joan E. Dauman	50.00	Clarence E. Kubisch	27.10	Catherine Ramger	30.00
Sam Davis	5.00	Ladies' Craft Club of Beaverton	25.00	Linda Raymond	10.00
Gerald DeCoursey	10.00	Mr. and Mrs. Emil S. Ladner	57.40	Mr. and Mrs. Emil Rassofsky	100.00
Lucia DeCurtins	2.00	Mrs. Arthur J. Lang	25.00	John S. and Ruth N. Reed	57.40
Marcus T. Delk, Jr.	57.40	Rev. and Mrs. William Lange, Jr.	50.00	Joseph W. Rhodes	15.00
Richard L. Denning	30.00	Mr. and Mrs. Ernest Langenberg	1,000.00	Mary Jane Rhodes	28.70
David Denton	3.00	Mr. and Mrs. Robert O. Lankenau	89.25	Mrs. Janet Richards	15.00
Denver Division No. 64, NFSD	25.00	Robert O. Lankenau (In memory of Frank Neal, Sr.)	5.00	Richmond Chapter of VAD	28.70
Mrs. Stanley B. Dauger	10.00	Mr. and Mrs. Robert Lawson	10.00	Richmond Club of the Deaf	28.70
Robert DeVenny	100.00	Les Sources Study Club (Austin)	57.40	Peter Ries	100.00
Robert E. DeVol, Sr.	6.00	Mr. and Mrs. Leo L. Lewis	50.00	Sam B. Rittenberg	28.70
Lorraine DiPietro	30.00	Virginia Lewis	28.70	Riverside Chapter Jr. NAD	20.00
Ressie DeWitt	10.00	Meyer Lief	10.00	Walter C. Rockwell	30.00
Donation at Open House, April 9 and 10	32.00	Mr. and Mrs. Albert Lisnay	100.00	Julia Robinson	11.00
Vito Dondiego	100.00	Mary Ann Locke	28.70	Einer Rosenkjar	28.70
Pat Dorrance	10.00	Louisiana Association of the Deaf, Inc.	57.40	Vera M. Ruckdeschel	25.00
Mr. and Mrs. Henry Lee Dorsey	57.40	Edgar L. Lowell	28.70	Max Salzer	5.00
Miss Di Drake	2.00	Rev. William Ludwig	28.70	Mr. and Mrs. Robert M. Sanderson	85.00
Harold Draving	5.00	Norma Lutz	1.50	Joseph B. Sapienza	5.00
Mr. and Mrs. Gilbert Eastman	3.50	Medford W. Magill	14.35	G. C. Scheler, Jr.	15.00
Mrs. Sophie Easton	28.70	Lawrence B. Maloney, Jr.	82.50		
William Eckstein	28.70	Mr. and Mrs. Willis Mann	40.00		
		Mr. and Mrs. Moe Marcus	10.00		
		Mr. and Mrs. S. E. McArtor	100.00		

Frederick C. Schreiber	130.00
Kenneth M. Schroeder	12.00
Mr. and Mrs. Ernest Schuster	100.00
Mr. and Mrs. Louis Jay Schwarz	100.00
Mr. and Mrs. Roger Scott	12.50
Seattle NFSD Auxiliary Div. No. 145	28.70
Brothers of Seattle Division NFSD	28.70
Seattle Division NFSD	57.40
Mr. and Mrs. Kenneth Shaffer	30.00
Geneviene Sink	25.00
Lil Skinner's Fund Raising Party	380.00
Alfred B. Skogen	28.70
Mrs. Arthur L. Smith	10.00
Mrs. James E. Smith	25.00
Mr. and Mrs. Jess M. Smith	75.00
Preston W. Snelling	28.79
Paul W. Spewacek	40.00
Society for the Deaf, Wickliffe, Ohio	25.00
Debbie Sonnenstrahl	25.00
Mr. and Mrs. John Spellman	28.70
Carol E. Sponable	10.00
Margaret Sprinkel	30.00
Robert Silsbee	2.00
Mrs. Lee H. Stanton	10.00
James M. Stern	15.00
Mrs. Hazel A. Steidemann	100.00
Mr. and Mrs. Earl Stevens	114.80
Vivian Stevenson	28.70
Gaylord Starwalt	5.00
Florence Stillman	10.00
Mia Strandberg (In memory of Mr. and Mrs. Bird Craven)	100.00
St. Louis Silent Club	30.00
St. Louis Chapter, Missouri Association of the Deaf	30.00
St. Paul-Minneapolis Div. No. 61, NFSD	30.00
Mr. and Mrs. Robert Stokes	50.00
Barry Strassler	10.00
Student Body Government (Gallaudet College)	500.00
Mr. and Mrs. Frank W. Swafford	10.00
Mr. and Mrs. Frank B. Sullivan	57.40
Mr. and Mrs. Clarence Supalla	10.00
Mrs. Allen Sutcliffe	28.70
Mr. and Mrs. Ronald Sutcliffe	57.40
Jim Swab	50.00
Mrs. Theresa Swegel	57.40
Syracuse Civic Association	100.00
Syracuse Guild of the Deaf	5.00
Syracuse Trinity Guild of the Deaf	15.00
Lucille Taylor (In memory of Frederick Neesam)	28.70
Thompson Hall Newsletter	57.40
Toledo Deaf Club	25.00
Evelyn Thornborrow	10.00
Roy Tuggle	30.00
Norman L. Tully	20.00
Thomas Ulmer	28.70
Union League of the Deaf, Inc.	100.00
John Cooper Verfaillie	10.00
Dr. McCay Vernon	60.00
Virginia Association of the Deaf	122.00
Washington Div. No. 46, NFSD	25.00
Buly C. Wales	15.00
Virginia Ward	28.70
Washington State Association, Seattle Chapter	114.80
Mr. and Mrs. Jerald Warner	28.70
Angela Watson	50.00
Mr. and Mrs. Howard Watson	28.70
Mrs. Bernice F. Weadick (In memory of Henry Kilthau)	5.00
Charles Whisman	28.70
Verna T. Welsh	25.00
Boyce R. Williams	23.00
Everett Wimp	28.70
Mrs. Betty Witczak	5.00
Marvin Wolach	100.00
Alice R. Wood	50.00
Mr. and Mrs. Thomas Wood	28.70
Joyce J. York	30.00
Mr. and Mrs. Richard Yowell	50.00
Mrs. Lois Zerwick	30.00

31st Biennial Convention

NATIONAL ASSOCIATION OF THE DEAF

Miami Beach, Florida, July 2-9, 1972

Hotel Deauville rates: \$14, \$18

Combination ticket: \$35.00

NATIONAL ASSOCIATION OF THE DEAF

Affiliated Member Organizations

Talladega Club of the Deaf	Alabama
Phoenix Association of the Deaf, Inc.	Arizona
Southern California Women's Club of the Deaf	California
Colorado Springs Silent Club	Colorado
Silent Athletic Club of Denver	Colorado
Connecticut Association of the Deaf	Connecticut
Hartford Club of the Deaf, Inc.	Connecticut
Block G. Lettermen's Club	District of Columbia
Capital City Association of the Deaf	District of Columbia
Atlanta Club of the Deaf	Georgia
Southtown Club of the Deaf	Illinois
Cedarloo Club of the Deaf	Iowa
Sioux City Silent Club, Inc.	Iowa
Deaf and Hard of Hearing Counseling Service, Inc.	Kansas
Wichita Association of the Deaf	Kansas
Maine Mission for the Deaf	Maine
Montgomery County Association for Language Handicapped Children ..	Maryland
Quincy Deaf Club, Inc.	Massachusetts
Michigan Association for Better Hearing	Michigan
Flint Association of the Deaf, Inc.	Michigan
Motor City Association of the Deaf	Michigan
Charles Thompson Memorial Hall	Minnesota
Gulf Coast Silent Club	Mississippi
Roundtable Representatives of Community Center	Missouri
Great Falls Public Library	Montana
Lincoln Silent Club	Nebraska
Omaha Club of the Deaf	Nebraska
Delaware Valley Club of the Deaf	New Jersey
Rip Van Winkle Club of the Deaf	New York
Staten Island Club of Deaf	New York
Rochester Recreation Club for the Deaf, Inc.	New York
National Technical Institute for the Deaf—Students	New York
New York Society for the Deaf	New York
Union League of the Deaf, Inc.	New York
Cleveland Association of the Deaf	Ohio
Ohio School for the Deaf Alumni Association	Ohio
Toledo Deaf Club	Ohio
Portland Association of the Deaf	Oregon
Beaver Valley Association of the Deaf	Pennsylvania
Pittsburgh Association of the Deaf	Pennsylvania
Reading Association of the Deaf	Pennsylvania
York Association of the Deaf	Pennsylvania
Providence Club for the Deaf	Rhode Island
Rhode Island Alumni Association	Rhode Island
Greater Greenville Silents Club	South Carolina
Bill Rice Ranch	Tennessee
Houston Association of the Deaf	Texas
Nashville Chapter, Tennessee Association of the Deaf	Tennessee
Austin Club for the Deaf	Texas
Richmond Club of the Deaf	Virginia
Wheeling Association of the Deaf	West Virginia
Puget Sound Association of Deaf	Washington
Madison Association of the Deaf	Wisconsin
Vancouver Association of the Deaf	Canada

Affiliation dues for organizations other than state associations are \$10.00 or more per year. Send remittances to the NAD Home Office.

Cooperating Member (State) Association Representatives To The 1972 NAD Convention In Miami Beach

Alabama

Charles C. Estes
710 Patricia Avenue
Talladega, Alabama 35160

Arkansas

Dewey B. Nation

California

Lyle Hinks
Box 4461
Downey, California 90241
Kyle Workman
3317 West 166th Street
Torrance, California 90504

Colorado

Milton D. Belcher
724 East Kiowa Street
Colorado Springs, Colorado 80903

Illinois

James Carter
180 Boulder Hill Pass
Aurora, Illinois 60538

Iowa

Donald L. Irwin
211 Test Street
Council Bluffs, Iowa 51501

Kansas

Billy Nedrow
2509 North 48th Terrace
Kansas City, Kansas 66104

Maryland

W. E. Stevens
1037 Royal Road
Silver Spring, Maryland 20903

Minnesota

Lloyd V. Moe
1211 East 6th Street
Duluth, Minnesota 55805
James D. Jones
327 East Morton Street
St. Paul, Minnesota 55107
Keith Thompson
37 Upton Avenue
St. Paul, Minnesota 55405

Mississippi

Mrs. Lois Davis
3704 Winston Street
Jackson, Mississippi 39206

Montana

Miss Clarice Petrick
534 East Front Street, #9
Missoula, Montana 59801

Nebraska

Delbert Boese
7311 Seward Street
Lincoln, Nebraska 68507

North Carolina

Ralph P. Crutchfield
2640 Lomond Street S.E.
Winston-Salem, North Carolina 27107

New England Gallaudet Association

Ernest Vinci
34 Shelley Road
Middletown, Connecticut 06457

Oklahoma

Stanley B. McElhaney
3133 South Boston Court
Tulsa, Oklahoma 74105

Ohio

William Blevins
15780 Five Point Road
Perrysburg, Ohio 43551

Dotson Angell
P.O. Box 366
Temperance, Michigan 48182

Oregon

Ken Welch
6163 N. W. Saltzman Road
Portland, Oregon 97005
George Scheler
3418 S. W. 125th Street
Beaverton, Oregon 97005

Pennsylvania

Miss Bodil C. Tvede
7776 West Skyline Drive
Harrisburg, Pennsylvania

South Dakota

John L. Buckmaster
Erwin, South Dakota 57233

Texas

Mrs. Lil Browning
4316 Lambeth Lane
Fort Worth, Texas 76103

Virginia

Reuben F. Altizer
1625 Colonial Terrace
Arlington, Virginia 22009

Wisconsin

Waldo Cordano
520 Parish Street
Delavan, Wisconsin 53115

Alternates

Arkansas

Billy D. Jordan (first)
Mrs. Charlotte Collums (second)

California

Mr. Robert Miller
3334 Filmore Street, #302
San Francisco, California 94123

Maryland

John E. Hook, Jr.
502 Newbury Avenue
Baltimore, Maryland 21228

Mississippi

Mrs. Allien Hudson
3207 Moreland Drive
Pascagoula, Mississippi 39567

Oklahoma

Naydean McElhaney
3133 South Boston Court
Tulsa, Oklahoma 74105

Pennsylvania

Bodil Tvede

Wisconsin

Leonard J. Peacock
510 Racine Street
Delavan, Wisconsin 53115

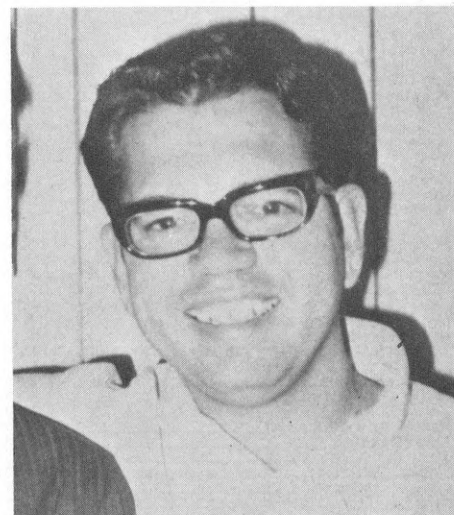
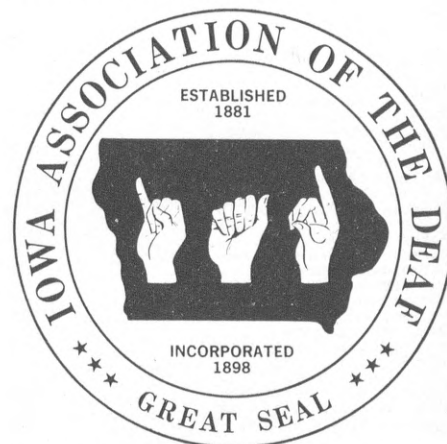
Conference Held At Gallaudet

"Sign Language for Technical-Vocational Instruction" was the topic of a conference held at Gallaudet College from February 7-9. Co-sponsored by the NAD Communication Skills Program and Gallaudet, the conference was to work toward the development of a signed vocabulary which can be used for interpreting in technical classroom settings. Representatives from eight community and junior colleges which have deaf students enrolled in their vocational programs, HEW, NAD and Gallaudet were in attendance.

Iowa Association Adopts Seal

A new official seal has been adopted by the Iowa Association of the Deaf, with Darrel Wiener of Ankeny, Iowa, winning the IAD's Seal Contest. The design is shown herewith.

Mr. Wiener is a card-carrying member of the International Typographical Union and works for the Des Moines Register. His organizational affiliations also include the Iowa Association of the Deaf, the Des Moines IAD Chapter and the National Association of the Deaf.



Darrel Wiener is an Ankeny, Iowa, resident who designed the new seal of the Iowa Association of the Deaf.

Norwood Named Branch Chief

Effective March 14, 1972, Malcolm J. Norwood was promoted to Branch Chief, Media Services and Captioned Films, Division of Educational Services, Bureau of Education for the Handicapped of the U. S. Department of Health, Education, and Welfare's Office of Education. Mr. Norwood had been acting chief since July 1971.

After holding educational positions at Texas School for the Deaf, American School for the Deaf and West Virginia School for the Deaf, Mr. Norwood became a program specialist in the then new Captioned Films for the Deaf program in 1960. He received his B. A. from Gallaudet College; his M.A. from the University of Hartford; and is now working on his doctorate at the University of Maryland.

THE ORDER OF THE GEORGES

Advancing Members who maintain their membership in the National Association of the Deaf for three consecutive years or longer are listed in the honor group called the Order of the Georges.

Advancing Members pay \$10.00 per year or \$1.00 per month and receive THE DEAF AMERICAN as a part of their membership. Combination husband-wife dues are \$15.00 per year or \$1.50 per month and also include one subscription to THE DEAF AMERICAN.

Advancing Members have contributed \$30.00 to \$99.00.

Contributing Members have contributed \$100.00 to \$249.00.

Sustaining Members have contributed \$250.00 to \$499.00.

Patrons are Advancing Members whose payments have totaled \$500.00. Benefactors are Advancing Members who have paid \$1,000.00 or more.

Included in the list are some Patrons and Benefactors whose payments entitle them to permanent listing, regardless of recent payments.

Names in boldface type indicate additions to the Order of the Georges since the last listing, advancements in rank or changes of residence.

ALABAMA

Sustaining Members

Mr. and Mrs. Harry Baynes
Clarence E. Clark, Jr.
Mr. and Mrs. Olen Tate

Contributing Members

Mr. and Mrs. Charles Burdick
Jimmy Garrett
Jimmy Gay
Mr. and Mrs. Sam Rittenberg
Charles W. Thorn

Advancing Members

Mrs. Mary L. Bingham
Mrs. J. Dewey Brown
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Rex Purvis
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Patron

Vito Don Diego

Sustaining Members

Mr. and Mrs. Donald A. Neumann

Advancing Members

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Delores Erlandson
James G. Goodson
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Sarah B. Page
Mr. and Mrs. Frank E. Sladek
Edward Tillinghast
Jon Todd

ARKANSAS

Sustaining Member

Mrs. G. Dewey Coats

Contributing Members

Frank Reagan
Mr. and Mrs. Luther Shibley

Advancing Member

A. K. Junkin, Sr.

CALIFORNIA

Patron

Mrs. Anna Coffman

Sustaining Members

Lenore M. Bible

APRIL, 1972

Dr. and Mrs. Byron B. Burnes
Mr. and Mrs. Gerald Burstein
Rhoda Clark
Mrs. Annabelle Fahr
Patricia Ann Kitchen
Mr. and Mrs. Toivo Lindholm
Edward W. Miland
Mr. and Mrs. Lawrence Newman
Catherine Ramger
Mr. and Mrs. Ray Stallo
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Junior National Association of the Deaf

Promoting the Tomorrow of All the Deaf Youth by Working With the Deaf Youth of Today

Kenneth V. Shaffer, JDA Executive Editor, 3320 Laurel Court, Falls Church, Va. 22042

1972 International Rally In Wales

The International Committee of Hard of Hearing Young People and the British Association of the Hard of Hearing have extended an invitation to the hearing-impaired young people of America to attend their 1972 International Rally at the University College of Wales, Aberystwyth, beginning on Monday, July 10, and ending on Friday, July 21. This will be the third time an International Rally has been held in Great Britain and the first time in Wales.

Included in the program will be a variety of tours, a variety show, a film and slide show, discussion groups and dancing. There are excellent facilities for most sports and the usual international tournaments will be held.

Aberystwyth is situated on the west coast of Wales, where it enjoys a dry and mildly refreshing climate. It has a population of 10,200. Owing to the resort's unique position, it provides tourists with an ideal center, for the magnificent scenery of the whole of Wales is within a day's drive. Aberystwyth is also noted for the part it plays in the cultural life of Wales. It is the home of the University College of Wales, where H.R.H. Prince Charles was in residence as a student before his investiture as Prince of Wales in July 1969.

For complete details of the Rally, write to:

Christopher Shaw
International Rally 1972
31, Oakwood Drive
St. Albans, Herts., England

Special Youth Activities Fund

The G. Dewey Coats Youth Activities Fund of the National Association of the Deaf is open to any deaf youth of financially-deprived families and can be used for all Junior NAD events such as the Deaf Youth Development Camp in Pengilly, Minn.; the national convention at the NTID, June 11-14, 1972; and the regional workshops. Membership in Junior NAD is required and the restrictions in-

clude approval of the Executive Board of the NAD. It is also necessary that the students be very active in their school affairs—productive, positive leaders!

Funds raised by Junior NAD chapter members should ideally be used for the activities within the schools—for all the membership, not just the superior few. Most chapters raise funds from outside the school to send their students to the camp, convention and workshops. Some of the common sources of funds are local service clubs in the hometown of the selected representative, the parents, the state associations of the deaf and special funds of the school administration. In some states, it is permissible to use Title I and II funds for this purpose.

The national headquarters is always ready to assist with any fund-raising project outside the school, particularly the local service organizations of the hometown of the selected representative(s). In order to facilitate this kind of work, the chapters should send the names and addresses of the officials of said organizations. It is known many chapters have done this work on their own, depending on time and interest.

Junior DEAF AMERICAN Issues

The JUNIOR DEAF AMERICAN issue for the spring 1972 quarter is the responsibility of the Collegiate National Association of the Deaf on the Gallaudet campus. Having worked on the Fall 1970 JDA, the first assignment for the Preps then, senior Holly Moos and sophomore Deborah Worek will assist this year's Preparatory Class in its journalistic efforts.

A recent communication from the New Jersey chapter requested a revised list of addresses of all the Junior NAD chapters throughout the nation, indicating that it is nearing completion of work on its Winter 1972 JDA and will soon be mailing copies out. Head advisor is J. Samuel Smalls, who has had a hand in the development of several outstanding students from the Marie E. Katzenbach School.

From Public Services' Clip File...

TV Teaching: The Lexington School for the Deaf in New York is making extensive use of TV as a teaching tool. Produced at the school for primary school children is "Grab Bag," a show which teaches a variety of concepts. Older students are televising their own dramatizations and using videotaped lessons which would be difficult to present verbally, how to play basketball, for example... **Experiment in Living at NTID:** This past summer, first-year students and members of the faculty at Technical Institute for the Deaf roomed together. Most of the teachers, who were new to the campus and at teaching the deaf, reported that the experience gave them an opportunity to improve their understanding of deaf students.

Gallaudet College Offers Program To Train Guidance Counselors

Gallaudet College, under a grant from the Bureau of Education for the Handicapped, has developed a new graduate training program to prepare guidance counselors to work in schools and classes serving the deaf. Graduates of this program will be prepared to do personal, educational and vocational counseling with deaf youngsters. At the present time there is a tremendous shortage of counselors prepared to work with deaf people.

All candidates must meet the regular requirements for admission to the Graduate School of Gallaudet College. Both deaf and hearing people are eligible for the training program.

Additional information may be obtained by contacting:

Director of Admissions and Records
Gallaudet College
Kendall Green
Washington, D. C. 20002

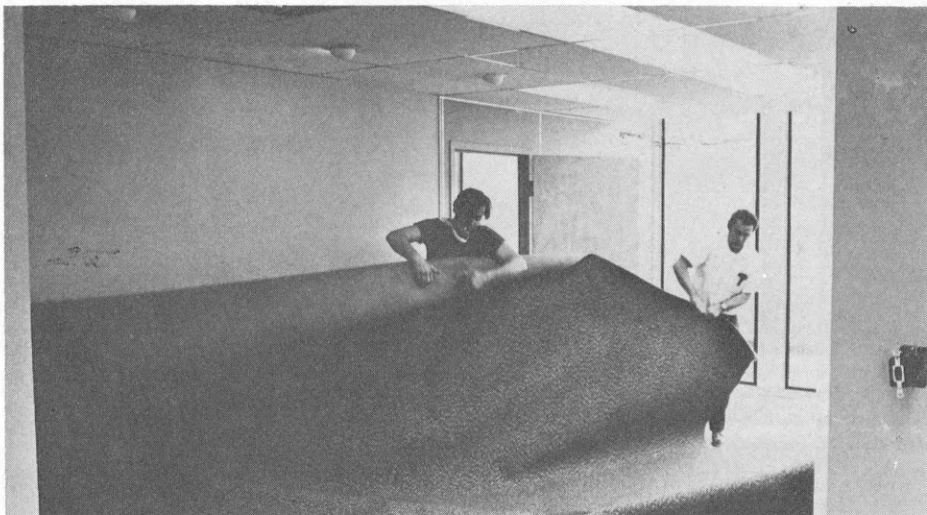
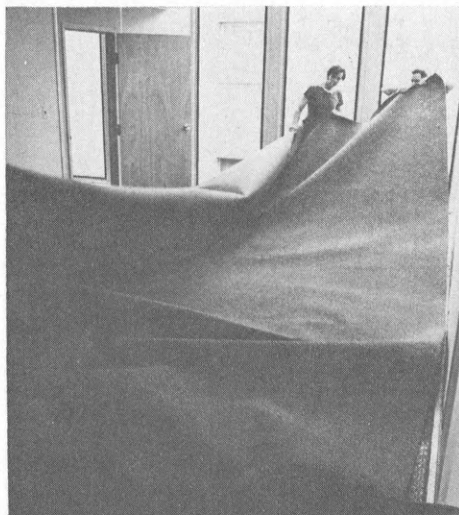
Third Jr. NAD Convention

The third biennial convention of the Junior National Association of the Deaf will be held June 11-14, 1972, in Rochester, N. Y., with the National Technical Institute for the Deaf as host.

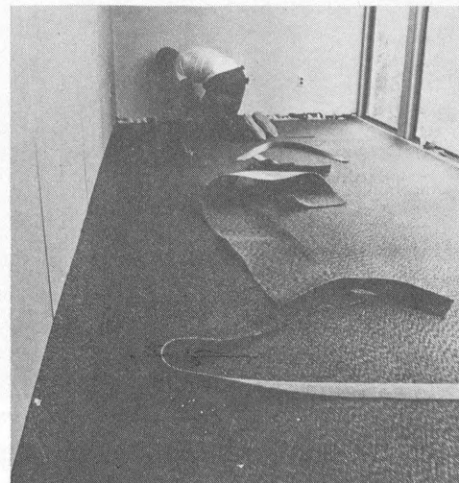
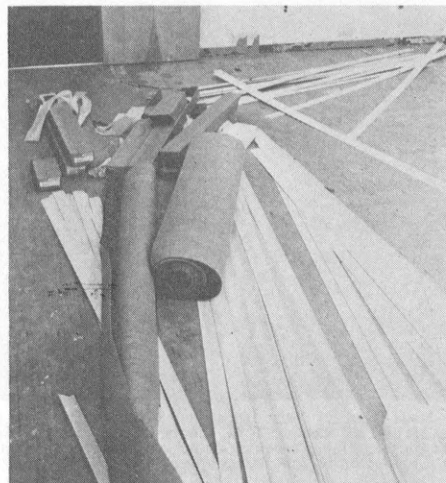
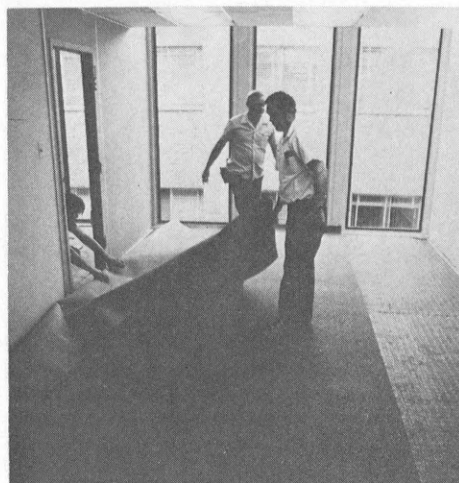
NAD Home Office Begins To Look Respectable By FREDERICK C. SCHREIBER

Last month we left our readers where the carpeting arrived, marking the final step before the actual move from Bonifant Street to Halex House took place. The actual length of time from the start of construction 'till the day we moved was a period of 10 nerve-wracking days. Ten days of worrying: Would

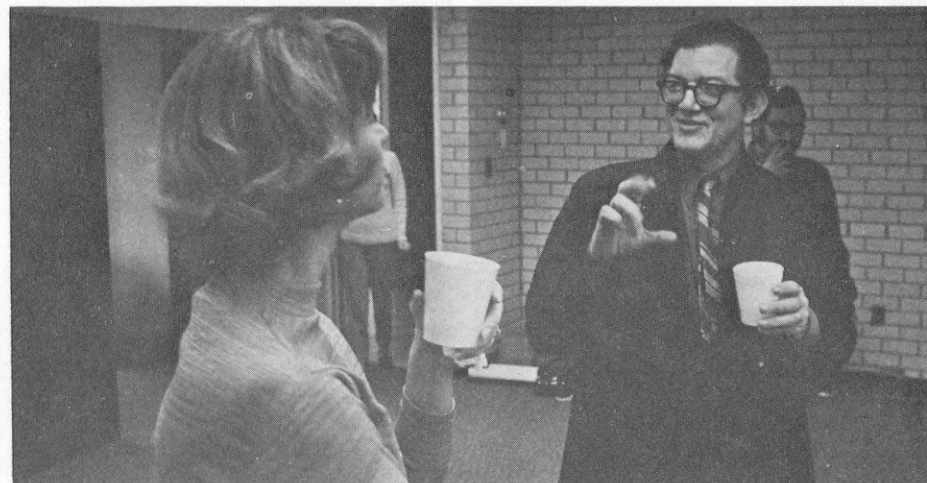
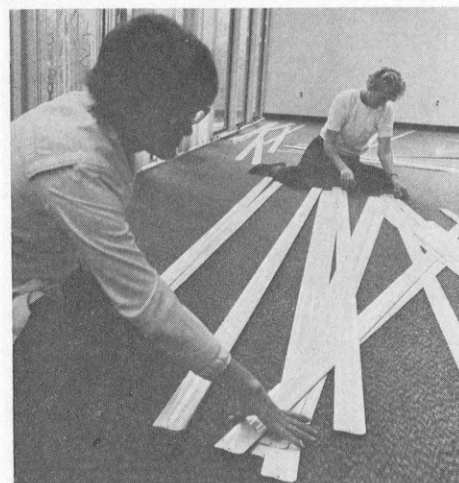
the partitions be completed on time? Would the electricians come through? And where was that blasted plumber? As each day passed and things took shape it appeared that we were on schedule.



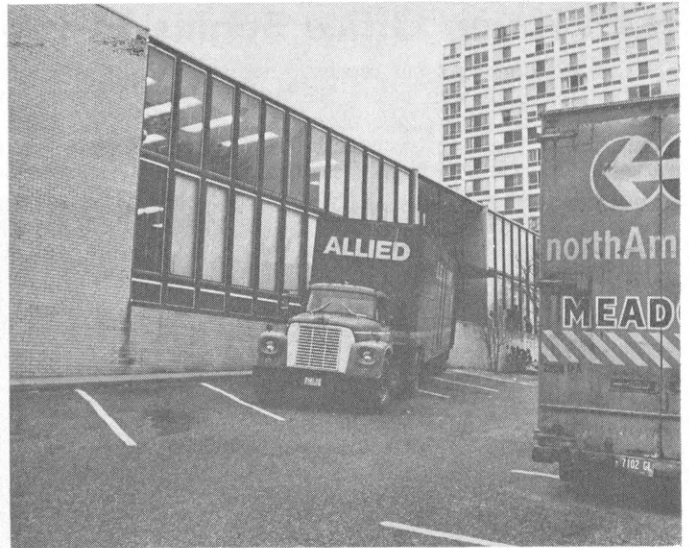
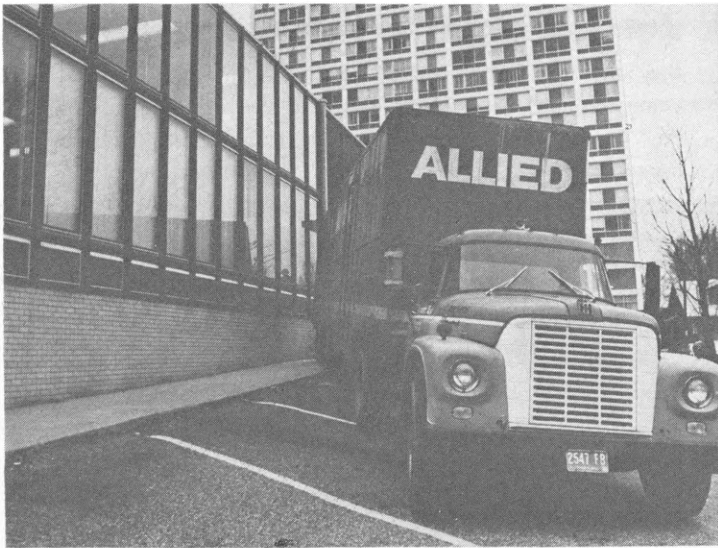
Left: Here the carpet layers are rolling out the carpet. From the picture it is obvious that a lot of carpet went into the building. Right: To look at it, one would never believe that all that carpet could be handled by two men, and even if it could, it would take weeks before they could fit it all down to the floors. Actually it took only a few hours.



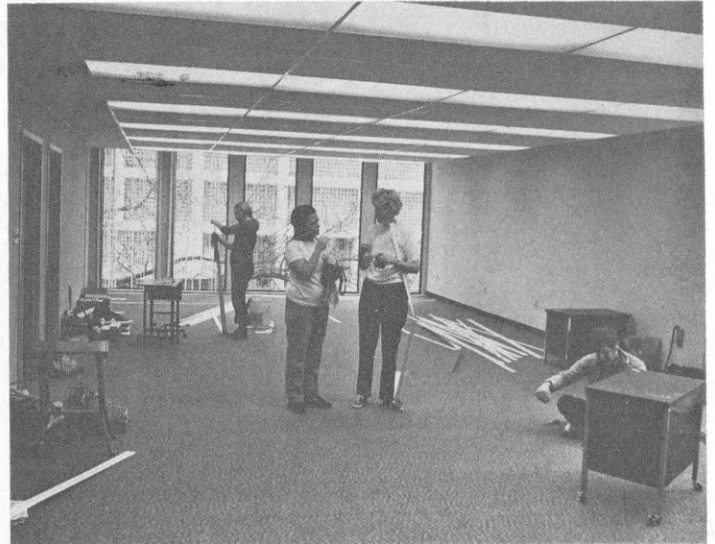
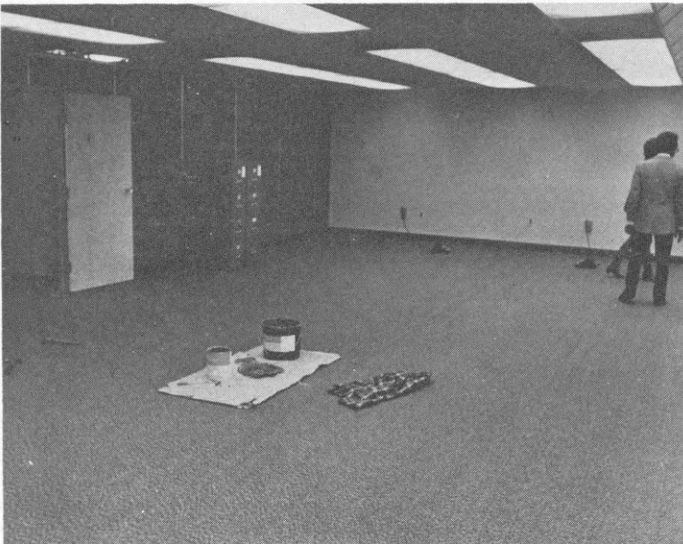
Left: The smaller areas took less time but more men. This is the library/file room, just outside the Executive Secretary's office. Center: This is the space in the north wing at the very end of the building. With the carpet down, it looks quite elegant, does it not? Right: This is all that was left of the enormous rolls of carpet that were brought in at the beginning. The boxes contain the base for the walls while the white strips are the Venetian blinds which had been taken down for cleaning.



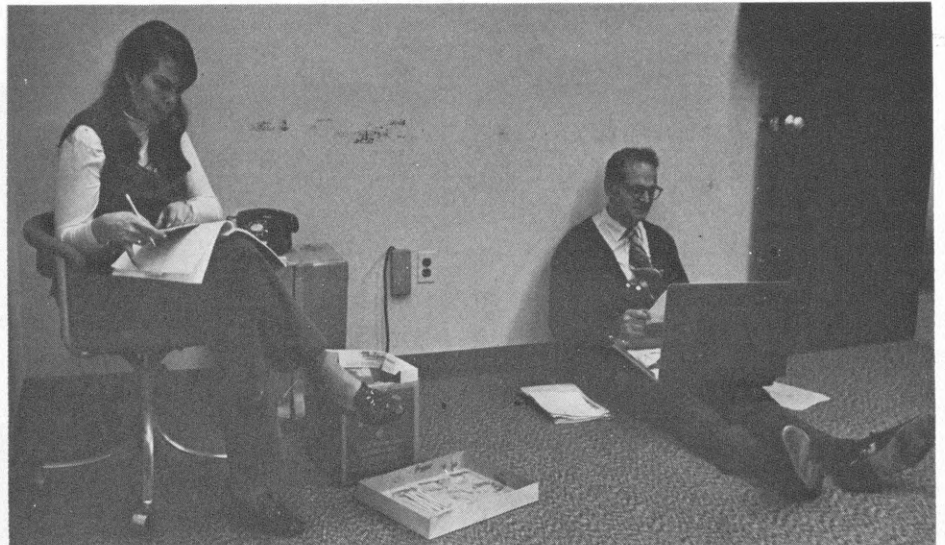
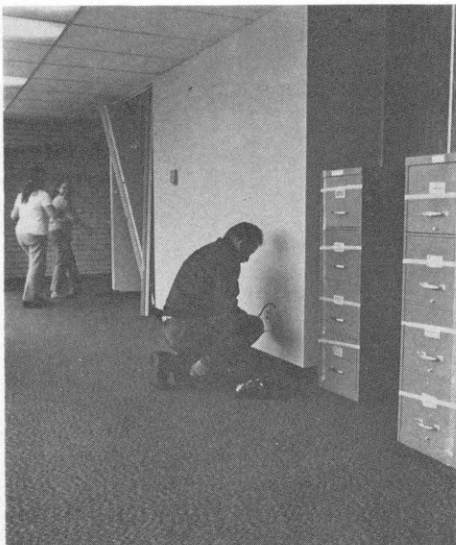
Left: Here Donna Cuscaden and Carrie McClure of the Home Office staff tackle cleaning of the blinds. There are literally hundreds of individual blinds and it took two weeks to clean them all and hang them up again. Right: The Executive Secretary is pleased with the way things have gone, obviously. Here he is telling Carol Dorsey of the RID staff that everything looks great while Terry O'Rourke in the background also seems to approve.



Left: At last the movers arrive, but not without complications it seems, for, as the NAD moved, one of the tenants, State Farm Insurance Company, moved out. To make things worse, it rained a bit. Right: The Allied Van has our furniture, while the North American one waits to move State Farm out. On the landing the movers discuss the best way to keep from falling over each other. Eventually we ended up with a van on both sides of the entrance, one loading while the other unloaded.



Left: As our stuff starts coming in, the Census office looks kind of bare, with just two file cabinets and an open can of cement for the base around the walls which was put on almost simultaneously with the arrival of the furniture. Marcus Delk and almost hidden, in front of him, Jane Parker, are on hand to see that the movers deposit their stuff in assigned locations. Right: Movers or no movers, the task of cleaning the blinds goes on. In the background, Kay Clark works industriously at her job while Alyce Stifter imparts important information to Carrie. Alan Porreca finds the floor a comfortable place from which to work.



Left: The telephone company is still on the job. While it was a race to see which would be ready first—the phone or the desk on which it would rest, the phone company managed to stay a whisker ahead of the movers. This is the RID office and Terry Swegel and Alyce Stifter appear to be happy because the end is almost in sight. Right: This is "business as usual" while our furniture is still coming in. Peggy Smith is riding herd on the telephone using a packing carton for a desk while Emil Ladner has to be satisfied with the floor.

SPORTING AROUND

With ART KRUGER
SPORTS EDITOR

7530 HAMPTON AVE. #303, WEST HOLLYWOOD, CALIFORNIA 90046



The Central States Schools for the Deaf Basketball Tournament was revived at last after an absence of THIRTY years.

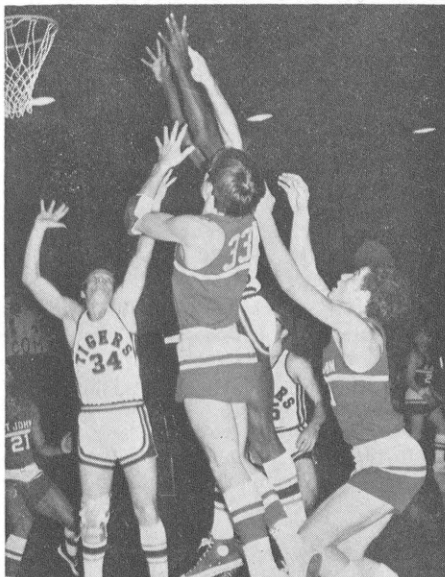
Thanks to the Illinois School for the Deaf for making it possible. The Jacksonville institution hosted such meet December 18-19, 1971, and this event had the sanction of the National Federation of High School Athletic Associations.

Robert R. Anderson, vocational supervisor of the Illinois school and publicity director of the recent cagefest, asked us to supply him facts on the old Central States tourney, which we did, and were published in the December 1971 edition of *Illinois Advance*. We are reprinting our summary for your reading pleasure.

To Indiana, "hotbed of basketball," belongs the credit for starting the Central States Schools for the Deaf tournaments. The first tournament was an invitational affair held at the Indiana School for the Deaf in 1925 and in which only four schools participated—Illinois, Wisconsin, Ohio and Indiana. A tournament had been held every year since then until 1941 when it was discontinued because of World War II. The elimination method was used in the first and second tournaments. Since 1927, the elimination method had been discarded in favor of the round robin, which gave the teams a chance to win the championship on percentage and scoring. At three of the tournaments two or more teams were tied for first place. Illinois had won this synthetic championship three times in 1931, 1932 and 1936. Wisconsin tied twice in 1931 and 1932 and got second place each time. Indiana tied twice in 1931 and 1936, but secured no better than third position each time. Michigan tied once in 1936 and was second on points. Indiana and Illinois had been hosts of the tourneys seven and four times, respectively; Wisconsin and Ohio, twice; Michigan and Missouri, once.

Illinois, Indiana, Wisconsin, Ohio and Kentucky have won one or more Central States championships. **Previous Central champions and names of coaches, in parenthesis, were as follows:**

- 1925—Illinois (S. Robey Burns)
- 1926—Ohio (Philip Holdren)
- 1927—Indiana (Arthur Norris)
- 1928—Indiana (Arthur Norris)
- 1929—Indiana (John Gough)
- 1930—Kentucky (Ashland Martin)
- 1931—Illinois (S. Robey Burns)
- 1932—Illinois (S. Robey Burns)
- 1933—Illinois (S. Robey Burns)
- 1934—Wisconsin (Fred Neesam)
- 1935—Indiana (Jacob Caskey)
- 1936—Illinois (S. Robey Burns)
- 1937—Wisconsin (Fred Neesam)
- 1938—Wisconsin (Fred Neesam)



LOOK MA—Four hands, two white and two black. This photo was taken by Robert Anderson during a basketball contest between Wisconsin and Illinois in the last game of the revived Central States School for the Deaf Basketball Tournament held at Jacksonville, Ill. Wisconsin beat Illinois, 44-42, to emerge undefeated and clinch the CSSD championship.

- 1939—Illinois (Kenneth Wilson)
- 1940—Indiana (Jacob Caskey)
- 1941—Wisconsin (Fred Neesam)

Seventeen years of play in the Central States Tourney found Indiana at the top as far as won and lost are concerned which were as follows:

School	Won	Lost	Tourneys
Indiana	48	17	16
Illinois	39	23	16

Wisconsin	39	23	16
Michigan	14	24	9
Ohio	14	28	11
Kentucky	9	29	9
Missouri	4	21	6
Kansas	2	3	1
Minnesota	1	3	1
Iowa	1	8	2

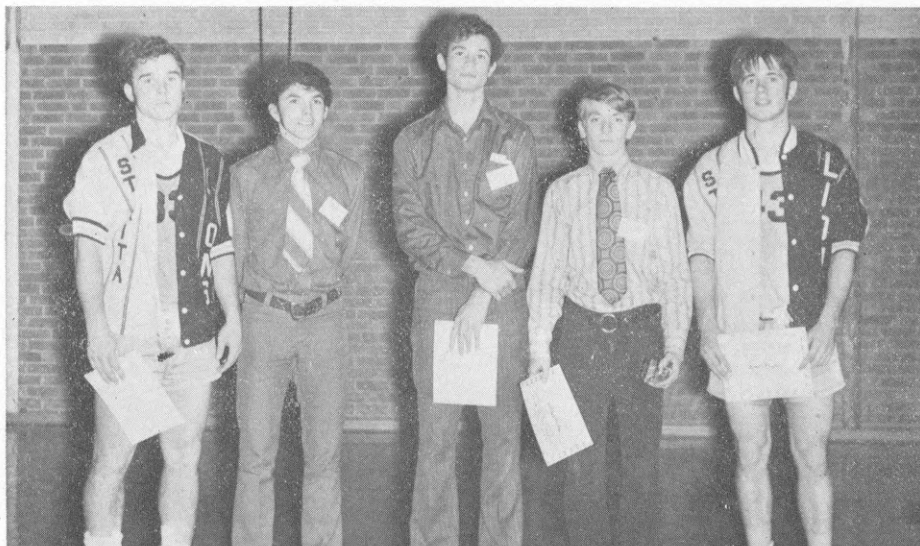
The first CSSD tourney in 1925 was the first meet staged by schools for the deaf and the idea soon spread and other tourneys such as Mason-Dixon, Eastern, Midwest and New England came into being. It was fitting that Indiana, "the basketball state," was the pioneer in these events.

Our choices for the all-time All-CSSD tourney stars were as follows:

- F—Eugene Donaghue, Illinois
- F—Arnold Abercrombie, Kentucky
- C—Harvey Boldt, Wisconsin.
- G—Richard James, Indiana
- G—Anthony Panella, Wisconsin

And we still remember the names of several other fine players participating in the Central tourneys, and they were John Kuglitsch of Wisconsin, Bob Virkatis of Michigan, Leo Suitor of Illinois, James Alpha of Indiana, Cary Ayers of Indiana, Jack Waters of Michigan, Albert Hecker of Wisconsin, Percy Burris of Illinois, Ray Boettcher of Wisconsin, William Harris of Ohio, Alexander Hanyzewski of Indiana, William Grimes of Indiana and Charles Carmen of Ohio.

Now for the 18th edition . . . Wisconsin School for the Deaf swept undefeated through three games, capturing the CSSD title.



CENTRAL STATES ALL-STARS—At the revived Central States Schools for the Deaf Basketball Tournament held at Jacksonville, Ill., these players (left to right) were named to the All-Star team: Richard Suitor (St. Rita), Lenny Fromholtz (Wisconsin), Kent Mazique (St. John's), Harry Olson (St. John's), James Flynn (St. Rita). (Photo by Robert Anderson)

Wisconsin's 3-0 record gave it undisputed possession of first place, but the other three schools finished with identical 1-2 marks, leaving the outcome of the final decision to be based on the teams' tourney free throw percentages. The Milwaukee-based school, St. John's, was awarded second place on the basis of its 54.5 percent free throw clip while St. Rita of Cincinnati and Illinois followed in respective order with 41.8 and 40.7 per cent.

Wisconsin, although the tourney champ, placed only one man on the all-tourney team as the other four spots were split between St. John's and St. Rita. Lenny Fromholtz was WSD's representative; Kent Mazique and Harry Olson from St. John's, and Richard Suiter and James Flynn from St. Rita. Incidentally, those five all-star players were the top point-getters of the tourney. Fromholtz hit for 64 markers in three games; Mazique 59, Flynn 58, Suiter 46 and Olson 42.

Tourney results:

Wisconsin 67, St. Rita 63
St. John's 69, Illinois 58
Wisconsin 74, St. John's 69
Illinois 57, St. Rita 50
St. Rita 73, St. John's 69
WISCONSIN 44, ILLINOIS 42

Alex Rubiano, a graduate of the New York School for the Deaf and Gallaudet College, was the mentor of the champion WSD Firebirds.

The CSSD meet as a whole was a success, despite the fact that only four clubs participated. It is hoped that six more schools such as Missouri, South Dakota, Minnesota, Ohio, Indiana and Michigan will compete next year so as to make it a 10-club affair.

Tennessee Reigns As 20th Mason-Dixon King

Speaking of the 10-club affair, a record 10-team field representing 10 states participated in the 20th annual Mason-Dixon Schools for the Deaf Athletic Association

Basketball Tournament held at St. Augustine, Fla., January 27-29, 1972, with Florida School for the Deaf as host.

After three strenuous and physically exhausting days of elimination between 10 teams, attention was focused Saturday evening on the championship match between Tennessee Vikings and North Carolina Bears.

The name of the game—ball control: precise, deliberate execution, a minimum number of mistakes, taking only the sure shot and stalls in the back court to try to de-ice frigid zone defenses.

The agonizing pressure of this type game slowly builds to an exploding point somewhere in the third quarter. When the dust had settled the championship belonged to a cool Tennessee squad, which had capitalized on North Carolina's mistakes and had taken advantage of extra points from the charity stripe for a 57-53 win.

It was the Vikings' sixth M-D title in the tournament's history, and Coach David Bailey's third championship.

The Vikings had faith and hope going in to the contest, and the Bears obligingly added the charity, as Tennessee sank 11 of 19 attempts from the free throw line, while North Carolina managed only seven of 15. Both teams had 23 field goals although North Carolina shot 20 more times than did the Vikings, becoming erratic in the third quarter to drop the Bears' percentage to 37 per cent, while Tennessee pumped 23-of-43 from the field for a hot 53.5 per cent.

Results of the 20th M-D games:

Georgia 51, Kentucky 41
South Carolina 61, Virginia 37
Mississippi 66, Florida 57
Alabama 100, Louisiana 49
Tennessee 48, Georgia 41
North Carolina 86, South Carolina 64

Florida 66, Kentucky 39
Virginia 61, Louisiana 44

Florida 76, Georgia 49
South Carolina 48, Virginia 41
Florida 58, South Carolina 51 (5th place)

Tennessee 76, Mississippi 58
North Carolina 70, Alabama 68

Alabama 60, Mississippi 55 (3rd place)
Tennessee 56, North Carolina 53 (finals)

The jubilant Vikings could barely contain themselves during the presentation of awards Saturday night after capturing their sixth M-D crown.

But they waited for the presentation of the traveling champion's T. C. Lewellyn trophy before team members and fans mobbed head coach David Bailey. The Vikings looked like they could play another game as they victoriously cut the nets from the hoops in Settles Gymnasium, souvenirs of the long road to the title.

Meanwhile the NCSD Bears slipped to the dressing room in the exhausted anonymity afforded teams which have tried hard but finished second best.

Both teams followed pregame strategies to perfection until pressure brought the contest to a boil in the third quarter.

"We'll try to control the ball and make them make mistakes," Tennessee Coach Bailey had commented before the game. "We'll try to keep them out from under the basket. If we can stay with them for three quarters of the ball game, I think we can pull it out."

North Carolina Coach Elmer Dillingham in a pregame interview agreed that "ball control" would be the deciding factor.

"I feel like (Tennessee) is up," he observed. "They want to win. If we go to the boards, it'll help us. How good we rebound will be real important."

Bailey had evaluated North Carolina's strength.

"I do expect them to try and run. And I expect them to be overconfident. It'll be a good game; they're a good team."

"But again," Bailey reiterated, "winning will depend on how well we keep control. They're a lot bigger. If we let them play a physical ball game, they'll beat us."

The pregame comments of both coaches proved almost prophetic.

"We kept our cool and our defense made them play our game," Bailey said after the win. "We didn't give up. We were better in getting our men open under the basket. I'll bet we didn't take more than three or four shots outside of 15 feet in the game."

Dillingham remarked quietly that "I think our mistakes tonight killed us. We weren't thinking."

"And the boys were just about dead on their feet. They were more tired than even they realized. But I couldn't have asked for more—they gave it all they had."

Bailey evaluated the pressure that is inherent in the slow, ball-control game.

"Our competition in Knoxville is tough and we're used to this type of pressure. It doesn't bother us. We see plenty of it at home."



ALABAMA PRESENTATION—Harry L. Baynes, retired teacher and coach at the Alabama School for the Deaf and also retiring president of the AAAD, presents the award to Raymond Steele of the Alabama School designating Raymond as THE DEAF AMERICAN'S Deaf Prep Football Player of the Year for 1971. In the background is the large color picture of the 1971 ASD football team which was rated the nation's No. 1 deaf prep eleven with a fine 8-2-0 record. The picture was presented to the school by Wehadkee Cotton Mill of Talladega. The two presentations were made last January.

"I think we probably did get edgy (in the fourth quarter)," Dillingham admitted. "This is the boys' first tournament. They're a fine team—the best group of kids I ever coached."

"The free throws are what beat us. We've had a lot of close games where we've been beaten by free throws. In North Carolina we play a more physical type of basketball."

Asked to single out any player for performance, Bailey chuckled and said, "All six of them. The whole team. If I had to pick the all-stars, I'd put all of my boys on the team."

Commenting on the competition during the tournament, Bailey said "I preferred to play North Carolina. Alabama would probably have beaten us under the boards."

"But there are five teams here that could beat the best deaf teams in the country," he concluded. The most obvious thing that all the coaches agreed on was that the teams were much stronger this year than ever before.

The Vikings will be back in strength for next year's M-D meet in Jackson, Miss., with four sophomores, four juniors and one freshman on this year's championship squad.

And, though North Carolina is losing three of its best players, including the tournament's Most Valuable Player James Green (6-2), Dillingham predicted that "We'll be back next year."

Besides Green, other players picked on the all-tournament team were Bobby Parker (5-8) of South Carolina, Frank Tobeck (6-1) of Florida, Ken Beasley (6-1) of Tennessee, Wilton McMillian (6-0) of North Carolina, Mike Atchison (6-1) of Alabama, Jim Frost (5-10) of Mississippi,



CLAUDE BOLDUC, 15-year-old student at the Governor Baxter State School for the Deaf in Portland, Maine, won the men's combined slalom and giant slalom in the recent Eastern Junior Deaf Skiers Race Championships. He was first in both events.

Jerry Thomas (5-10) of Alabama, Don Stewart (5-7) of Tennessee and Clyde Marshall (5-11) of Kentucky.

The largest contingent of cheerleaders in the tourney's history also was on hand to vie for honors and was judged on general performance, voice and spirit. Cheerleading teams were on hand from Alabama, Florida, North Carolina, South Carolina, Tennessee, Kentucky and Louisiana. The cheerleading award went to Kentucky.

The M-D cagefest was founded by Thomas Carlton Lewellyn, coach and athletic director of the Virginia School for the Deaf from 1913 until 1963. In the fall of

1952 correspondence was initiated with other schools for the deaf below the Mason-Dixon line. The first tournament was held at the Virginia School on March 6-7, 1953, with Alabama, Florida, the Kendall School from Washington, D.C., Kentucky, North Carolina and South Carolina participating. These seven schools were named charter members of the MDSDA.

Past M-D champions and names of coaches, in parenthesis, are as follows:

1953—North Carolina (Carl Barber)
1954—Mississippi (Cecil B. Davis)
1955—North Carolina (George K. Brown)
1956—North Carolina (George K. Brown)
1957—Mississippi (Cecil B. Davis)
1958—North Carolina (George K. Brown)
1959—Virginia (Jim Dilettoso)
1960—Alabama (Harry L. Baynes)
1961—Mississippi (Cecil B. Davis)
1962—Tennessee (Ron Bromley)
1963—Tennessee (Ron Bromley)
1964—Virginia (Claude Crawford)
1965—Tennessee (Jim Collins)
1966—Texas (Billy Snowden)
1967—Tennessee (David Bailey)
1968—Florida (Frank Slater)
1969—Tennessee (David Bailey)
1970—Virginia (Rocco DeVito)
1971—Alabama (Alfred F. Deuel)
1972—Tennessee (David Bailey)

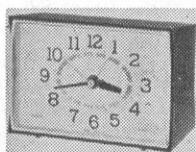
P.S. Frank Tobeck of the Florida Dragons, who had an outstanding season with a 27 point per game average, was the top scorer in the 20th M-D cagefest with 30, 25, 31 and 32 points in four games for a total of 118 points, an average of 29.5 points per game. Other top scorers of the tournament were Jim of Mississippi, 67 in three games; Eddie Hill (6-0) of Georgia, 61 in three games, Jerry Blanton (5-11) of Tennessee, 60 in three games, and Bob Parker of South Carolina, 74 in four games.

As for resumes of other deaf prep tournaments, they will be included in our 23rd annual deaf prep basketball story which will be published in the June issue. Well, watch for it.

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SKI NEWS: When the United States participated in the World Winter Games for the Deaf for the first time at Berchtesgaden, West Germany, in 1967, skiing was still an exotic novelty to most deaf Americans. Today, skiing has some 3,000 active enthusiasts in the United States. Most deaf ski enthusiasts are purely recreational skiers who never compete in any type of organized skiing competition. But organized skiing competition on state, regional, and national levels attract hundreds of entrants every year . . . Some of the world's finest coaches are now teaching skiing in the United States, and every young deaf athlete with WGD potentials is assured of the best training any nation can offer . . . The second annual **Eastern Junior Deaf Skiers Race Championships**, sponsored by the Junior NAD Chapter of the Austine School for the Deaf in Brattleboro, Vt., under the auspices of the USEASA (Eastern) Deaf Skiers Committee, was held at the Maple Valley ski area in West Dummerston, Vt., February 5, 1972. Twenty-two skiers from Maine, Vermont, New Hampshire, New Jersey and New York, ages 8 to 17, took part in the races. There were two runs for each event—slalom in the morning and giant slalom in the afternoon. Nancy Bonura of the Austine School and Claude Bolduc of Falmouth, Maine, were the girls and boys combined slalom and giant slalom winners in this meet. In the 8-17 age group for girls, Nancy, eight-year-old daughter of deaf parents, finished second in the giant slalom (81.9 seconds) and first in the slalom (80.0) to grab combined honors, while 15-year-old Bolduc, Maine School for the Deaf student, was first in both events in his age group (14-17) for boys combined honors, winning the slalom in 54.7 seconds and the giant slalom in 51.7 seconds. Ellen Roth, 12-year-old student of the Lexington School for the Deaf, won the girls slalom (70.7) in the 8-13 group, while Mayella Blaisdell of the Austine School was first in the 14-17 age group (72.9). Kevin Taylor, 13, of the New York School for the Deaf at White Plains, was first in the 9-13 boys group giant slalom (56.5), while Tony Bonura, 11, of the Austine School was tops in the 9-13 boys group slalom in 64.0 seconds . . . The third annual **Eastern Deaf Skiers Race Championships** sponsored by the Deaf Skiers Committee of the United States Eastern Amateur Ski Association, in cooperation with Bruce Gavett, the Haystack Ski School director, and his staff, was held at the Haystack ski area in Wilmington, Vt., January 22-23, 1972. More than 300 deaf skiers and spectators from New England, New York, New Jersey, Pennsylvania and the D.C. area attended this ski weekend of skiing, cross-country skiing, snowmobiling and racing, or just to get away from the pollution. About three miles south of Mount Snow, a major ski resort, the Haystack ski area has a reputation of teaching handicapped people to ski. There are certified ski instructors to teach the deaf and the blind to ski as well as two amputee certified ski instructors to teach other amputees to ski (a good number of them are Vietnam veterans). Tammy Marcinuk,



NANCY BONURA—Only 8 years old, this lass copped the combined slalom and giant slalom honors in the recent Eastern Junior Deaf Skiers Race Championships in the 8-17 age group. She is a student at the Austine School for the Deaf in Brattleboro, Vt., and the daughter of deaf parents. Her father, Dom, recently retired as basketball coach at the school after serving in this capacity for several years but is still a PE teacher. He was graduated from the New York School for the Deaf at White Plains and Gallaudet College.

the girl, who won four gold and one silver medal in the last two World Winter Games for the Deaf, got her extensive race training under the coaching of Bruce Gavett.

A pair of skiers from Massachusetts who competed for Uncle Sam at the Adelboden Games, Jarlath Crowe and George Balsley, won the giant slalom (50.8) and the special slalom of two runs (100.9) respectively. And a pair of skiers from New Jersey won the women's events, Beth Lowelwing in the giant slalom (67.7) and Regina Krushinski in the special slalom (112.6). **Tammy Marcinuk did not participate in the races, but raced as fore-runner in the giant slalom and did it in 46.0 seconds . . .** There was a ski weekend in the West. About 125 people from both Los Angeles and San Francisco areas converged at the Bear Valley resort northwest of Stockton, Calif., February 4-6, 1972. We were among them and had a marvelous time. An excellent package deal (\$52.00) included lodging for two nights, two breakfasts, one dinner, two ski lift passes, ski instructions, drinks, round trip bus rides, dancing, swimming in heated pools, sauna, etc. A special attraction was the NASTAR giant slalom race on Sunday morning. Earl Ruffa, of Oakland, Calif., a veteran who skied for the United States in the 1967 World Winter Games for the Deaf in West Germany, won the men's race in 43.6 seconds, while Mari-

anna Nagy also of Oakland copped the women's race in 44.9 . . . We will let Susan (nee Stokes) McCrory tell you about Nagy: "Marianna Nagy is a very good racer. You better note, Tammy Marcinuk and Barbara Hayes! Marianna started skiing at seven and received training while on her high school ski racing team for about three years. Now at 20, she is almost a pro and many deaf skiers wowed at her skiing and encouraged her to try out for the 1975 World Winter Games for the Deaf at Lake Placid, N.Y. She received her elementary education at the St. Joseph's School for the Deaf in St. Louis, Mo., and is now a college student."

. . . **Henry Chen** was instrumental in bringing the group to Bear Valley as he did last year to Mammoth Mountains. Both outings were under the charge of Deaf Students Club of San Fernando Valley State College. From now on the annual outing will be under the direction of the **Farwest Deaf Skiers Committee** of which **Susan McCrory** is chairman. The committee has already started planning two ski weekends, one alpine, and the other, nordic (cross-country) for next year . . . And there was the biennial United States Deaf Skiers Association Convention held at North Conway, N. H., February 27-March 4, 1972. . . . As skiing rises to the status it deserves in this country—as a sport and as a way of life—the USDSA is leading the way in the best of skiing tradition.

Deaf Hockey Star In College Action

Deane Sigler admits that ice hockey is "an especially dangerous sport for a deaf player."

But the hard-skating, high-scoring right wing for the Rochester Institute of Technology hasn't let that stop him. He's been working the ice since he was seven.

The 6-foot, 190-pounder has been deaf for all of his 20 years, but he is no bench-rider. In his first college hockey game, against Syracuse University, he scored one goal and made three assists in a 9-0 rout for RIT.

He gained All-Star honors in 1970 with the Huron, Mich., High School team. He moved on to the Ann Arbor Senior Hockey League, playing right wing for the Guenther Builders and finishing second in the league scoring race with 20 goals and 45 assists in a 23-1-2 season.

Between games, Deane found time to coach and officiate in the local Pee Wee league.

He says his goal is to become the first deaf professional hockey player in the United States.

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Carolinas 1972 AAAD Titalist

Carolinas defeated Oakland, 87-76, in the championship game of the 28th annual American Athletic Association of the Deaf National Basketball Tournament in Hartford, Conn., on April 3. Spearheading the winning team was Leon Grant, who was named Most Valuable Player of the meet.

Results:

Championship

Oakland 83, Pelicans 66
Motor City 66, Valley Silents 63
Minneapolis 66, Dallas 60
Carolinas 84, Hartford 82
Oakland 84, Motor City 70
Carolinas 73, Minneapolis 61
Motor City 82, Minneapolis 78 (Third place)
Carolinas 87, Oakland 76 (Championship)

Consolation

Pelicans 81, Valley Silents 57
Dallas 78, Hartford 75
Dallas 104, Pelicans 83 (Fifth place)
(Hartford was awarded seventh place; Valley Silents eighth place.)

All-Tournament squad: First team—Grant (Carolinas), Lyons (Oakland), Gross (Motor City), Woodside (Dallas), Maynard (Carolinas). Second team—Smith (Carolinas), Johnson (Minneapolis), Anderson (Motor City), Lowe (Dallas), Richardson (Carolinas).

* * *

Enshrined in the AAAD Hall of Fame at the Hartford luncheon were James Barrack, leader; George K. Brown, coach; Bilbo Monaghan, player.

Gary Washington was named 1971 Player of the Year.

Better To Be Deaf Or Blind?

By JOSEPH WIEDENMAYER

In my lifetime of deafness, I have been told by hearing people that "It is better to be deaf than blind." Sometimes remarks like that tended to drive me up the wall in my earlier years.

Nobody really knows which handicap is the worse. A sighted deaf person or a blind hearing one cannot tell because he has not experienced both afflictions. Certainly non-handicapped people are not qualified to say anything on the subject and should keep silent on it.

Even those of us who are both severely deaf and legally blind are not **sure** which handicap we would prefer. In my own case, I hear nothing at all without a powerful hearing aid in my better ear. Not even sirens. But because I can hear fairly well with an aid, I consider myself hard of hearing, rather than deaf. Yet, I do know what it is like to be deaf without an instrument. Then, about a decade ago, I became legally blind as well. My blindness progressed until a couple of years ago, when I was unable to read except with a special low-vision lense for my better eye. Consequently, I have been unable to drive a car for the past 20 years, and for the past several years unable to walk in busy streets unescorted.

So I know something about both deafness and blindness although I am certainly not a completely deaf-blind man.

Having stated my own condition and experience, and realizing much depends upon the severity or completeness of either handicap—perhaps I am qualified to speak out on this subject.

A deaf person can walk and drive alone. He can see words he can't hear, whether printed, spoken, or fingerspelled. And unless he is completely deaf, he can hear if not always understand, speech to some

extent with a hearing aid. The vast majority of deaf youngsters, unlike a couple of decades ago, use hearing aids today. These devices, together with speech-reading and if necessary, sign language ability, usually enable a deaf person to understand very well. Of course, there are also numerous disadvantages to being deaf. Nobody can deny that. The deaf person can't hear radio, television or music, or teachers and public speakers, etc. He is often isolated in the company of hearing and sighted people, as is the blind person. But the deaf can see nature's and man's wonderful creations.

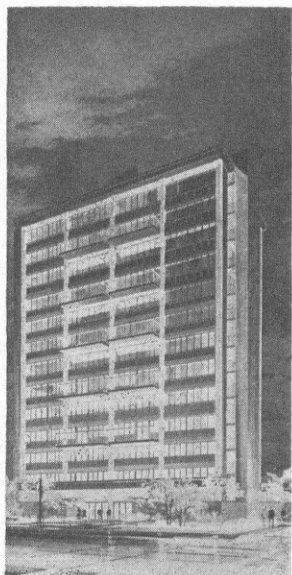
The visually impaired, of course, can hear all. But the totally blind or deaf have no supplemental mechanical aids. Only a small percentage of blind people depend on braille, just as few deaf people depend entirely on speechreading. Both the deaf and the blind have communication problems which can be alleviated by the use of every means available.

There are advantages and disadvantages with both handicaps, so nobody can really answer the old-age question, "Is it better to be deaf or blind?" Not even the deaf-blind.

Personally, I think I would rather be deaf. But since I have no choice, I can only hope that my blindness will not become total.

The soundless sights of nature are so beautiful and comforting, whereas the sightless sounds produced by man are often so horrible and deafening.

Let us accept the accidents in life with grace and dignity, and let everyone remember that it is no consolation to be told that somebody else is worse off than we are.



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31st Biennial Convention

Miami Beach, Florida

JULY 2-9, 1972

(See the May issue for)

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QUESTIONS AND OPINIONS on

Parliamentary Procedure

By Edwin M. Hazel

Qualified Parliamentarian, Member, the National Association of Parliamentarians, and the Chicago Association of Parliamentarians, American Institute of Parliamentarians, Illinois Association of Parliamentarians



"Equality, Justice, Harmony, Efficiency, and Progress."—Demeter

Q. We do not understand the difference between recommendations and resolutions. Please explain. Thank you—L.O.B.

A. Recommendations are only suggestions. They are not voted upon. Resolutions are suggestions which are made in the form of a motion. When properly seconded the assembly must **vote** to accept the motion, i.e., to **carry out** the suggestion or to reject it.

Q. If Miss B. withdraws as nominee, but after the election, it is discovered that a majority of the ballots was cast for her. Was she elected?

A. Yes, unless she **declined** because one does not have to be a nominee in order to be elected. But one may withdraw as a nominee and still accept **if elected**.

Q. Can a president call a special meeting?

A. No. There should be a rule in the bylaws authorizing the calling of a special meeting. It should specify who can call this meeting, such as the president, the board, a number of members nearly equal to a quorum, etc.

Q. After the Chair (presiding officer) declares the motion carried, a member feels that the Chair was wrong. Should the member move to appeal from the decision of the Chair?—G.M.K.

A. No. Just call for a "division" which means a **demand** for a standing vote, especially to find out how many votes were for and against the motion.

Q. Should a candidate who was elected president-elect be familiar with the **basic** principles of parliamentary procedure and the constitution and bylaws before he presides?—Club.

A. Yes, as recommended in some organizations and also in elementary schools, high schools and colleges.

"President-elect" usually refers to a candidate, and who has not yet started his term of office. This office should be clearly explained in the bylaws.

It has been common practice to elect a first vice president with the expectation that he would take the place of the incumbent president.

Q. Who should appoint the committees?—Club.

A. The bylaws should state whether the Chair or the club appoints the committees. Usually, the standing committees, by the club. The special committees by the president.

Q. May a vice president appoint committees in the absence of the president?

A. No, not unless authorized by a rule in the bylaws.

Q. May a motion to ratify be made to legalize an illegal action?

A. No, not even by unanimous consent. No assembly should legalize or validate an illegal action. The purpose of this motion (ratify) is to confirm or approve some action which necessitates the approval of the assembly to make it valid. For instance, a business meeting was unrepresentative or without a quorum present due to bad weather or the like. Votes which were taken without a quorum present are **not** valid until they are ratified by the assembly with a quorum present at the next meeting. **BUT** it cannot make valid an election by show of hands when the bylaws require the election to be by **ballot**.

Draft Minutes

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Ray F. Stallo Secretary

22816 Miriam Way

Colton, Calif. 92324

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Pete Pennington, vice president
and treasurer

**ST. PETERSBURG ASSOCIATION
OF THE DEAF**
4256 56th Ave. North, St. Petersburg, Fla.
Socials every 1st and 3rd Saturday evenings
Free captioned movies every 4th Saturday
Leon A. Carter, secretary
620 Hillcrest MH Park, Clearwater, Fla. 33515

SOUTHTOWN CLUB OF THE DEAF
5832 S. Western Avenue
Chicago, Ill. 60636
Open Friday, Saturday and Sunday
Captioned movies every 4th Sunday
Charles Lyons, president
Charles Hanton, vice president
Marie Giarraputo, secretary
Ronald Carlson, treasurer

When in York, Pa., welcome to
**THE YORK ASSOCIATION OF
THE DEAF, INC.**
208 N. George St. York, Pa. 17401
Open Wed., Fri., Sat. evenings
Socials on 2nd and 4th Saturdays
of month.
Business meeting on 2nd Friday of month
Henry P. Senft, Sr., secretary

UNION LEAGUE OF THE DEAF, INC.
2101-15 Broadway
New York, N. Y. 10023
Open noon to midnight
Thurs., Fri., Sat., Sun., holidays
Anthony F. Sansone, president
Vito Manzella, vice president
Aaron Hurwit, secretary
Irving Feinstein, treasurer

When in Waterbury, welcome to
WATERBURY SILENT CLUB, INC.
P. O. Box 1229, Waterbury, Conn. 06720
Open Friday Evening. Business meeting-
Social on 2nd Saturday of month
Madeline A. Keating, secretary

National Congress of Jewish Deaf

Alexander Fleischman, President
9102 Edmonston Court, Greenbelt, Md. 20770
Ben Estrin, Secretary-Treasurer
2305 Georgian Way, Wheaton, Md. 20902

* * *

Information re: local activities, write to
BOSTON H.A.D., c/o Mrs. Frieda Lofchie
36 Byron Rd., Chestnut Hill, Mass. 02167

BROOKLYN H.S.D.
c/o Mrs. Susan Greenberg
1064 E. 92nd St., Brooklyn, N.Y. 11236

CHICAGO H.A.D., c/o Reubin Schneider,
3509 A. St., Evanston, Ill. 60203

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21209

NEW YORK H.A.D., c/o Milton Cohen
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c/o Mrs. Leonard Vogel
2653 'B' Tremont St., Philadelphia, Pa. 19152

TEMPLE BETH OR OF THE DEAF (N.Y.)
c/o Mrs. Alice Soll,
195 Princeton Drive, River Edge, N.J. 07661

TEMPLE BETH SOLOMON OF THE DEAF,
c/o Mrs. Gloria Webster
15947 Vanowen St., Van Nuys, Calif. 91404